



**SIMMONS COLLEGE**

**1981-1982 CATALOG**







Photo credits: Cover, Steve Rosenthal; above, Bradford Herzog.

# **Simmons College Catalog**

## **1981-1982**



# Calendar 1981-82

## First Semester

1981

August

31  
31-Sept. 3

New students arrive  
Orientation

September

4  
8  
9

New student registration  
Upperclass check-in and registration  
Classes begin

October

12, 13

Columbus Day holiday

November

26, 27

Thanksgiving holiday

December

11  
12-14  
15-18

Classes end  
Reading and review period  
Final exams

1982

JANUARY

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	T	F	S
						1 2 3 4 5 6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

S	M	T	W	T	F	S
						1 2 3 4 5 6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

S	M	T	W	T	F	S
						1 2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

S	M	T	W	T	F	S
						1 2 3 4 5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

S	M	T	W	T	F	S
						1 2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

S	M	T	W	T	F	S
						1 2 3 4 5 6 7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

S	M	T	W	T	F	S
						1 2 3 4 5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## Second Semester

January

18  
19

Check-in and registration  
Classes begin

February

15

Washington's Birthday holiday

March

13-21

Spring vacation

April

19

Patriots Day holiday

May

3  
4, 5  
6, 7, 10, 11  
16

Classes end  
Reading and review period  
Final exams  
Commencement



# Simmons College Catalog 1981-82

April 1981

## Table of Contents

Calendar 2

Directory 4

### The College 5

The City and Beyond 5

The College Community 6

Student Services 6

Expenses 8

### Admissions 10

Financial Aid 11

The Educational Program 13

Degree Requirements 15

### Courses and Concentrations 17

Art and Music 17

Biology 20

Chemistry 23

Communications 25

Economics 28

Education 31

English 41

Foreign Languages and Literatures 47

Government 52

History 54

Management 58

Prince Program in Retail Management 63

Mathematics 65

Nursing 67

Nutrition 70

Philosophy 73

Physical Education 75

Physics 75

Psychology 77

Sociology 81

Afro-American Studies 84

American Studies 84

Applied Computer Science 86

Women's Studies 87

Health Sciences 88

Other Programs 92

### Graduate Programs 92

Expenses 93

Children's Literature 94

Education 95

English 96

Foreign Languages 97

Humanities 97

Nursing 97

Library and Information Science 98

Management 101

Social Work 102

The Corporation 104

Emeriti 104

Administration 105

Awards and Prizes 107

Voting Members of the College Faculties 108

Honorary Degrees Award 113

Index 114

All requests for application forms or for information should be addressed to the Director of Admissions, Simmons College, 300 The Fenway, Boston, Massachusetts 02115. All other requests should be directed to the Registrar, at the same address.

Statements in the Simmons College catalogs should be taken as the College's current determination of courses, programs, tuition, and fees as presently established. Admission to specific courses and programs will be dependent upon qualifications of students and the availability of instruction. Simmons College reserves the right to change its courses, programs, tuition and fees subsequent to the publication of this catalog.

Simmons College is an equal opportunity employer, in compliance with Title VI of the Civil Rights Act of 1964, and affirms that there shall be no discrimination against any individual because of race, color, creed, national origin, or sex in employment or retention. Our admission and financial aid policies are in compliance with the Education Acts of 1965 as amended in 1972 and 1976. Simmons College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarships and loan programs, and athletic and other school-administered programs. The College subscribes to Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) as amended (P.L. 92-516), which mandates equal opportunity for qualified handicapped persons in educational programs and activities.

Simmons College is accredited by the New England Association of Schools and Colleges, the American Chemical Society, the American Library Association, the American Physical Therapy Association, the Council on Social Work Education, the Interstate Certification Compact, and the National League for Nursing.

## Directory

Main College Building, 300 The Fenway, Boston  
02115; (617) 738-2000; after hours: (617) 738-2277

### Administrative Departments

Accounts Payable 738-2121  
Admissions 2107  
Alumnae Affairs 2125  
Archives 3141  
Associate Dean 2114  
Bookstore 2212  
Business Manager 2117  
Cafeteria 2130  
Career Planning/Counseling 2179  
Career Resource Center 3185  
Career Services and Placement Office 2115  
Comptroller 2121  
Computer Facility:  
    Director 2127  
    Systems and Programming 2128  
    Operations 2129  
Continuing Education 2141  
Copy Center 2265  
Credit Union 2260  
Data Processing 2149  
Dean of the College 2105  
Dean of Graduate Studies and  
    Social Sciences 3127  
Dean of Humanities 2256  
Dean of Sciences 3175  
Development 2131  
Hastings House 2909  
Housekeeping 2294  
Janus Office 3189  
Library 2241  
Maintenance 2140  
Mary Garland Center 3160  
Media Center 2243  
Parking Control 2297  
Payroll 2121  
President 2101  
PRIDE 2131  
Public Information 2124  
Receiving/Shipping 2150  
Registrar 2111  
Security:  
    Control 2277  
    Commons 2288  
    Library 3114  
    Science Center 2298  
Simmons Tennis 2297  
Sponsored Programs 3126  
Student Accounts 2121  
Student Activities Center 3116  
Student Employment 2177  
Student Financial Aid 2138  
Summer Residence Halls 2285  
Summer Session 3128  
Supportive Instructional Services 2137  
Treasurer 2121  
Vice President 2101

### Residence Campus Offices

Director of Residence 738-3115  
    305 Brookline Ave.  
Food Service 2246  
    84 Pilgrim Rd.

Health Center 2251  
    94 Pilgrim Rd.  
Maintenance 2247  
    84 Pilgrim Rd.  
Manager of Residence Halls 2248  
    321 Brookline Ave.  
Quadside Snack Bar 3136  
    54 Pilgrim Rd.  
Security Control 2277  
    255 Brookline Ave.

### Academic Departments

Afro-American Studies 738-3105  
American Studies 2144  
Applied Computer Science 2166  
Art 2145  
Biology 2191  
Chemistry 2181  
    Stockroom 3146  
Children's Literature Center 2258  
Communications 2215  
Economics 2161  
Education 2157  
    Special Education 3152  
English 2143  
Foreign Languages and Literatures 2152  
Government 2161  
History 2161  
Library and Information Science:  
    Administration 2225  
    Admission/Registration 2264  
    Faculty Messages 2223  
    Library 2226  
Management:  
    Graduate 2204  
    Middle 3133  
    Prince Retailing Program 2267  
    Undergraduate 2201  
Mathematics 2166  
Music 2147  
Nursing 2206  
    Graduate Program 2255  
Nutrition 2155  
OPEN 2152  
Philosophy 2164  
Physical Education 2238  
Physical Therapy 2191  
Physics 2169  
Psychology 2171  
Social Work 2293  
Sociology 2160

### Residence Halls

Arnold 78 Pilgrim Rd. 738-2273  
Dix 30 Pilgrim Rd. 2275  
Evans 305 Brookline Ave. 2291  
Gardner 283 Longwood Ave.  
    3296 5th fl.  
    3288 6th fl.  
Mesick 291 Brookline Ave. 2281  
Morse 275 Brookline Ave. 2271  
North 86 Pilgrim Rd. 2283  
Peabody 210 The Riverway 734-2620  
Pilgrim 41 Pilgrim Rd.  
    3292 2nd fl.  
    3293 3rd fl.  
Simmons 255 Brookline Ave. 2285  
Smith 54 Pilgrim Rd. 2287  
South 321 Brookline Ave. 2289



## The College

Simmons College is a private nonsectarian four-year institution serving some 1,800 undergraduate women and 1,000 women and men in graduate and related studies. It was founded at the turn of the century by a Boston businessman who had a novel idea about the higher education of women. John Simmons believed that women should be prepared for lifelong careers in the world of work and human affairs.

Simmons College was chartered in 1899. When it opened its doors in 1902, it was one of the first colleges in the nation, if not the world, devoted to the career education of women.

The Simmons idea is not novel today; indeed, its time has come. Since the early 1900s there have been dramatic changes in society's attitudes toward women and in women's perception of themselves and what they contribute in every field of activity. Simmons College has not only kept pace with these changes, it has helped to shape them in its classrooms, and by the example of its graduates in the careers they have undertaken and the leadership they have provided.

To be sure, Simmons was founded to prepare women for specific careers, either immediately upon graduation or following postgraduate education. But professional training is not enough to equip Simmons graduates for the lives they may expect to lead. It is for this reason that a Simmons education embodies the principles of a liberal arts and science education with professional preparation.

Simmons believes that this combination will make a graduate's employment more satisfying in itself, help her plan intellectual growth and advancement within her chosen career, and enrich her life outside of it.

The ways in which Simmons responds to these needs are detailed in this catalog. Flexibility and individual responsibility mark the curriculum. The courses and concentrations (or majors) listed here are suggestions, ingredients waiting to be combined. Simmons believes above all in individual program planning. Each student should be able to, and want to, create a program of study that is best suited to her.

A student may concentrate in a single discipline or professional field—English or education, biology or management. But undergraduates frequently combine concentrations, and the distinction between an academic and a professional field fades. Thus, a student may concentrate in English and communications, management and mathematics, biology and nutrition, and so on. Or she can create what is in effect a new concentration by combining groups of courses that previously have not been combined.

Independent study is a central part of the Simmons experience. A low student-faculty ratio allows for individual attention: The professor will be closely involved in a student's work and she in her professor's. Most independent work comes in upper-class years, when a student has better defined the scope of her academic and career interests.

The Simmons grading system reflects the emphasis on the individual: The College allows the student

to choose between Pass-Fail evaluations or letter grades in each of her courses. Simmons tries to encourage students to develop their own approach to their work, to choose courses because they are interesting or important, and to meet standards of performance of their own making.

The larger community of metropolitan Boston is as important to Simmons students as the classroom, and much learning takes place off campus. Many of the departments include field work and internships as part of their regular course of study, or provide opportunities for field work which students plan themselves. The office of a business or financial enterprise, a publishing house, a government department, a hospital, or a welfare agency—any one of these may play a major role in a Simmons education.

In these and other ways, Simmons strives to help the individual find her place in the urban society of our time. The College is very much an urban institution, deeply involved in and committed to the solutions of the human problems of the city. Even though Simmons and its students have chosen to remain an institution for young women, its program and location make for a variety of associations. Simmons students go to nearby institutions for courses, field work, and volunteer or paid employment opportunities. Students from other colleges take courses or participate in activities at Simmons, and many women are enrolled in continuing education and professional programs at the College.

## The City and Beyond

The College has limited formal cooperative relations with The School of the Museum of Fine Arts, The New England Conservatory, Hebrew College, and Emmanuel College. Also, some Simmons departments conduct portions of their academic work at neighboring institutions—hospitals, for example—and on occasion, a student can make arrangements for work at still other institutions as part of her Simmons program. All of these arrangements are limited and must have prior institutional approval.

Often Simmons students look beyond Boston for study opportunities. Under approved foreign study programs, students may earn credits for a prescribed course of study at a college or university overseas—taken over the span of a semester or a year. The College also participates in an exchange program with three other colleges throughout the United States. Double degree programs are offered in cooperation with Hebrew College, Massachusetts College of Pharmacy and Allied Health Sciences, and Dartmouth College (engineering).

Simmons students may also enroll at the Washington Semester at American University in Washington, D.C. Each year a limited number of qualified undergraduates, usually juniors, study government, public affairs, and international relations in the capital with a group of students from colleges all over the country. Often this experience opens the way to summer employment and possibly a career in public administration.



## The College Community

Simmons students have become increasingly concerned with the affairs of the College and are examining in a variety of ways the principles by which the institution is governed.

Students are regular participants in formal and informal discussions with the President, other administrators, and the faculty. Students may also serve on faculty committees that work on problems of curriculum and College policy. And the various academic departments keep in touch with student opinion through liaison meetings.

Individual responsibility is the foundation of the Simmons community. The Honor System is based on the premise that everyone can uphold responsible academic and social standards of conduct without supervision. A full description of the Honor System appears in the *Student Handbook*.

The student's enrollment at the College carries with it the expectation that she will abide by the Honor Code of Responsibility and accept the standards of conduct and scholarship established by the faculty, students, and administration. The College reserves the right to require the withdrawal of any student who does not maintain acceptable academic standing or modes of behavior as outlined in the *Student Handbook*.

Attendance and punctuality are expected at all classes. There are no established penalties for absences, but instructors are expected to take attendance into account in evaluating the student's achievement. The responsibility for notification of absence rests with the individual student, and she must understand that the instructor is not obligated to grant requests for make-up or supplementary work, regardless of the reason for absence.

The College's practice in regard to student record keeping is based on the provisions of the Educational Privacy Act of 1974 and is intended to be a safeguard against the unauthorized release of information. Students are notified annually of their rights under this law. Further information on the Education Privacy Act is available in the *Student Handbook*. Also, data regarding retention at Simmons College is available from the Registrar of the College. This information is in compliance with P.L. 94-482.

College appointments regularly take precedence over all other commitments, including outside employment, between the hours of 8:30 a.m. and 5:30 p.m. from Monday through Friday, inclusive, except on College holidays. In addition, attendance may be required at class meetings or examinations scheduled at times outside these regular hours (certain class meetings are held evenings or Saturdays).

An undergraduate student who withdraws from the College must notify the Registrar in writing in advance. Students are urged to consult with their parents or guardians before making a decision to withdraw from the College.

Simmons College provides housing on a space-available basis for full-time undergraduate students who are interested in living on campus. Housing may also be provided at nearby off-campus loca-

tions which are rented and staffed by Simmons College. Rooms on the campus are reserved for an entire academic semester, and a student is expected to maintain her residence on the campus for that semester. Any changes in room assignment or in residence during the year must receive prior approval from the Director of Residence. The College does not provide housing for part-time students or families. Permission to continue in residence following marriage must be secured from the Director of Residence.

Full-time undergraduate students who wish to change their residence status after enrolling at Simmons must notify the Director of Residence. Students are urged to consult with their parents or guardians before making a decision to live off-campus.

All students who live on campus are expected to eat their meals at Bartol Hall at the regularly scheduled times. Special dietary arrangements for reasons of health are possible with the authorization of the College Physician.

## Student Services

In keeping with its philosophy of individual study and career planning, the College maintains supplementary educational and personal services for its students.

**The Office of the Dean of the College** is charged with the responsibility of viewing the educational mission and programs of the College from the point of view of its students. The Office's primary objective is to provide individual guidance for students and to share with them their ideas and concerns about the College. The Dean and her Associate coordinate the activities of the student services offices within the College. The Associate Dean also administers the Domestic Exchange Program and advises international students.

**The Office of Supportive Instructional Services** provides students with a broad range of academic support services, including tutoring (both in groups and individually) in all introductory courses and in some advanced courses. Academic counseling continues to be a central focus of the Office, and students are encouraged to notify the staff about small problems before they become large and serious. A workshop series that includes study skills, English as a second language, English grammar and paper writing, and math review workshops is presented each semester. Coordinating faculty consultations and student academic programs is the Office's major responsibility.

**The Office of Student Financial Aid** tries to assist students who have financial needs. In addition, the Office determines students' eligibility for work under various financial aid programs. (Simmons participates in the Federal College Work-Study Program, which provides term-time and summer positions for eligible students.)



**The Student Employment Office** aids students seeking positions during the academic year and during vacation periods. Current positions are advertised in designated notebooks inside the Office. Additional information concerning Office services is posted on the bulletin board outside the Office and advertised in the *Weekly Calendar* throughout the academic year. The staff not only conducts workshops on résumé writing and job-hunting techniques, but also offers individual counseling for students who encounter difficulty in securing employment. In addition, the Office serves as the liaison between the Massachusetts Internship Office (M.I.O.) and the College by housing the M.I.O. resource files of off-campus learning experiences, and administers Federal College Work-Study Program job placements.

**The Needham Career Planning and Counseling Center's** staff offers personal and career counseling services to students who wish to discuss their concerns and interests with a trained counselor. Following an initial evaluation, the counselor may recommend either group or individual counseling for a student. The Center also sponsors the Personal Development Series, a program that explores contemporary issues affecting women, and the Career Assistant Program (C.A.P.). C.A.P. utilizes trained upperclassmen to assist students who are unsure of their academic and/or career goals. Consultation is also available to any member of the Simmons community concerned about a colleague, friend, or student. All of the Center's services are available on a confidential, no-fee basis.

**The Career Services and Placement Office** assists seniors, graduate students, and alumnae in finding permanent employment at all stages of their career development, and helps experienced graduates who wish to evaluate and prepare for possible career changes. Recommendations from the Simmons faculty and former employers are kept on file in this Office and are available when needed to support new job applications. Adjacent to the Career Services and Placement Office is the new Career Resource Center, available to students and alumnae who wish to learn more about employment opportunities. For the benefit of students who plan to attend graduate school, the Center also provides reference books, catalogs, and test applications. A directory of faculty advisers on graduate programs is also compiled annually by the Career Services and Placement Office.

**The Career Resource Center** is a specialized library for the use of students and alumnae who are interested in exploring or researching various academic programs and career opportunities. The Center provides information, brochures, catalogs, and other resources that can be helpful to students as they make decisions regarding a choice of concentration, a possible career, or graduate school plans. A reference librarian is available for assistance and consultation.

**The Office of Residence** provides services to enrich student life in the residence halls. Supervision and training of residence hall staff, room assignments, and special campus programs are some of the responsibilities of the Director of Residence. The Office also functions as a liaison between the residence halls, maintenance, security, health center, and dining hall.

**The Student Activities Center** is located in the West Wing (W002) of the MCB and handles all requests for use of residence campus facilities. A calendar of events, resource materials, campus activity guidelines, and programming ideas are available from the Director. The Center also provides several services to the Simmons community: a ride board; discount movie tickets; Boston Ballet ticket vouchers; International Student ID cards; and Museum of Fine Arts discount student memberships. Students interested in Student Government, liaisons, clubs, organizations, policy committees, and/or all-campus programs are encouraged to speak with the Director.

**Health Services.** Simmons has its own Health Center located on the residence campus. The staff includes the Director of Health, two other physicians, a consulting psychiatrist, a consulting gynecologist, a consulting dermatologist, a roentgenologist, an X-ray and laboratory technician, and nurses. Physicians have daily office hours during the school year in the Health Center, which also houses the Infirmary. Registered nurses are on duty 24 hours a day. The Simmons College Infirmary is licensed by the Commonwealth of Massachusetts Division of Hospital Facilities and is a cooperating member of the Massachusetts Hospital Service (Blue Cross).

All undergraduate students registering for a full-time program (12 semester hours or more) must file with the College Physician a completed certificate of health. The College provides the forms. A student returning to the College after an absence of a semester or more may be required to submit a new health certificate.

Students in the medical technology, basic professional nursing, nutrition, and physical therapy programs may receive, at no cost, the immunizations required by affiliating hospitals and health agencies and consistent with sound preventive health needs.

Students who have contracted any contagious disease, including severe sore throats or upper-respiratory infections, should not return to the College at the end of vacation unless they are admitted directly into the Infirmary.

A compulsory Health Fee of \$128 is required annually of all full-time undergraduates. This fee covers the use of the Simmons College Health Center clinic, laboratory, and X-ray apparatus; visits to the staff doctors (see first paragraph); and a total of 20 days of inpatient care. Most illnesses are treated by the physicians at the Health Center.

The Health Fee **does not** cover charges for medication and prescriptions. Consultations and visits to physicians outside the Health Center, laboratory tests, or X-rays that the Health Center cannot provide (specialized tests or emergency procedures needed when there is no technician on duty) **are not** covered by the Health Fee. Expenses associated



with severe illness requiring hospitalization are the responsibility of the individual. Since medical care in Boston is very expensive (beds in hospital wards are over \$200 a day; for the emergency room, \$65 is a basic charge), attention to the provision of adequate accident and illness insurance for each individual cannot be overemphasized. Students and parents should check with their own insurance providers and with information concerning a voluntary insurance plan, which will be enclosed in the September term bills. All full-time undergraduate students (those taking 12 semester hours or more) are required to carry medical insurance either through their family plans or by purchasing the insurance plan offered through the College.

The Health Fee and insurance plan are optional for graduate and part-time (less than 12 semester hours) undergraduate students.

**College Libraries.** The College Library's basic purpose is to serve the academic, research, and study needs of Simmons' faculty and students: It pursues an active policy of acquiring and making available necessary materials. At the same time, however, the Library hopes to provide for some of the College community's nonacademic interests; hence, there is a frequently updated "Browsing Room" collection and a policy of welcoming student and faculty requests for new books, journal subscriptions, and other library materials.

The Simmons College Library system consists of several major components. Beatley Library, the main College Library, occupies the first and second floors of Lefavour Hall. It includes a book and periodicals collection of some 200,000 volumes and a rapidly expanding collection of media materials.

Some of the Library's special collections include comprehensive reference materials, a large number of women's studies monographs, and historic and contemporary juvenile literature and curriculum-planning materials.

In-depth reference service is available, including interlibrary loan and computer searching. The reference staff also present an innovative program of library instruction designed to ensure that every graduating student will be an efficient library user.

The Media Center facilities, located on the first floor of Beatley Library, include a laboratory area for the production of slide/tape shows, super-8 movies, and other such presentations, as well as a separate video studio.

The Colonel Miriam E. Perry Goll College Archives, located nearby in the Main College Building, houses a collection of historical materials relating to the College and to the education of women.

The Career Resource Center, also located in the MCB, is a reference library where students can explore and research various academic programs and career opportunities.

The Graduate School of Library and Information Science has an important and specialized collection of materials devoted to librarianship: This collection is located on the fourth floor of Lefavour Hall.

The Graduate School of Social Work, located at 51 Commonwealth Avenue, Boston, maintains a separate library of materials dealing with social work.

The Simmons College Library belongs to the Fenway Library Consortium, composed of 11 nearby academic libraries. All members of the Simmons community have library privileges at the other ten libraries.

**Physical Education.** All first-year students must take two single periods or one double period of physical education a week. Upperclassmen may participate in any activities they choose. Facilities of the Physical Education Department include two rooms equipped for indoor activities and some outdoor facilities. Specific information about physical education is on page 75.

### **The Alumnae Association**

This independent organization is the connecting link between students and more than 20,000 Simmons graduates throughout the world. It provides students with opportunities to meet alumnae and discuss career interests. Students assist alumnae committees with programs and fund raising. The Association each year gives two academic awards to students. There are 28 active alumnae clubs in the U.S. and an international club in the United Kingdom; together with the class organizations and the Alumnae Affairs Office at the College, they address themselves to the educational and professional concerns of alumnae and to providing scholarship aid through various on- and off-campus activities. Alumnae give important financial support to the College through annual and deferred gifts.

### **Expenses at Simmons**

Tuition is based on a charge per semester hour of instruction. The basic tuition charge is \$179 per semester hour, and most courses of instruction are valued at four semester hours, or \$716 per course. So the usual academic load of four courses, taken in each of the two semesters of the college year, amounts to 32 semester hours, for a tuition charge of \$5,728. In addition, all full-time undergraduates (12 or more semester hours per semester) must pay a \$128 health fee (\$64 each semester). The health fee entitles a student to the services of the Simmons Health Center but does not include any accident and/or sickness insurance. The basic charge for room and board on the residence campus is \$2,806. All full-time undergraduates pay a \$50 student activity fee, which supports a number of student-run activities and events.

**College charges for tuition, fees, and residence must be paid prior to the completion of registration and before attending classes.**

Please note that *no student* is allowed to complete registration without account approval from the Comptroller's Office. Further, the College cannot assure that payments received after the due date will be processed in time to clear a student for registration without some waiting or inconvenience to her. The first term payment is due on or before August 6 and the second payment on or before January 2. Tuition and residence charges are divided evenly between the two terms. Student regis-



tration is to be completed on September 4 for new students, and September 8 for all other students for the first semester, and January 18 for the second semester. Students who have not paid their bill by the due date(s) or students who have not registered by the above registration dates will be charged a \$30 late payment/registration fee. No student will be permitted to register after the fourth week of the semester.

Payments made by students must be accompanied by an Estimated Term Bill form completed by the parent or student. Students will receive these forms by July 9 for the first semester, and December 3 for the second semester. No other advance statement or billing will be sent. Students who do not receive these forms by these dates should request them from the Comptroller's Office of the College.

Checks should be made payable to Simmons College and sent to Simmons College, P.O. Box 4619, Boston, MA 02212 or presented at the cashier's window at the College.

The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include the mailing of transcripts, grades, references, placement materials, and the use of various offices and facilities. It should be noted that the College has no deferred payment plans, and that all College charges are payable by the applicable due dates, or the late payment/registration fee will be applied.

Many parents and students wish to pay tuition and other fees in monthly installments and have found satisfaction with programs offered by a number of banks and other reputable financial concerns offering services along these lines; newly-accepted students and their families will often receive direct mail advertisements from such firms. The College is not able to control such offerings, has no financial interest in these offerings, cannot recommend any particular plan, and suggests that any tuition proposal be studied carefully before its terms are accepted.

For an undergraduate carrying the usual course load of 32 semester hours (four courses in each of the two semesters), the following college budget is suggested:

	Resident	Commuter
Tuition	\$5,728	\$5,728
Residence (room and board)	2,806	—
Health Fee	128	128
Student Activity Fee	50	50
	<u>\$8,712</u>	<u>\$5,906</u>

Approximately \$200 should be budgeted for books and supplies, and commuting students should allow approximately \$270 for transportation and lunches. Additional expenses, such as travel, recreation, clothing, cleaning, and laundry, must be taken into account by the individual student.

The fourth-year program in medical technology calls for a slightly different tuition fee of \$1,524 per semester. The tuition fee for the final three semesters in the program in physical therapy is calculated on the basis of 16 semester hours or \$2,864 per semester.

## Tuition and Residence Deposits

A tuition deposit of \$100\* is required of all candidates upon acceptance. The deposit is credited on the first bill, but it is forfeited if the student does not register for courses during the year for which she is accepted.

A residence deposit of \$150\* is required before a room can be reserved on the College campus. It will remain on deposit during the time the student is in residence. New students—freshmen and transfers—receive the bill for this deposit with the notice of acceptance for admission.

## Refund Policy: Tuition

The College's general policy regarding tuition refunds to students is as follows:

1. The College provides all instruction (to be paid for prior to the beginning of each semester) on an academic-semester basis. Tuition refunds will be granted only through the first four weeks of a semester when specific conditions are met. The date that appears on the official add/drop form filed with the Registrar is used to determine refund amounts. (Non-attendance in a class does not constitute withdrawal from that class.) Refunds are granted as follows:

<i>Official Course Withdrawal Form Filed</i>	<i>Percentage of Tuition Refunded</i>
prior to the first day of classes	100 percent
within the first week of classes	80 percent
within the second week of classes	60 percent
within the third week of classes	40 percent
within the fourth week of classes	20 percent

2. Financial aid recipients should discuss with a representative from the Financial Aid Office the impact of adding or dropping a course prior to submitting the official add/drop form to the Registrar.

3. The health, student activities, field work, and laboratory fees, as well as the tuition deposit, are not refundable.

Questions regarding refunds should be directed to Student Accounts personnel in the Treasurer's Office.

## Refund Policy: Residence Fees and Deposit

A resident student is required to prepay all residence charges. If a student withdraws during the first four weeks of a semester, a prorated amount for raw food costs will be refunded starting from the date the student officially withdraws from residence with the written approval of the Director of Residence. No refund will be made after the fourth week of the semester.

The residence deposit reserves a residence hall room for an entire academic semester. This deposit is refundable upon graduation or upon notification by December 1 and April 1 that the student will not be returning the following semester. A student who withdraws from residence in mid-semester, but who has paid her bills, may receive her deposit in full upon written notification to the Director of Residence. (A first-year student who notifies the College on or before July 1 that she does not wish a room may receive a refund of her deposit in full.) In addition, charges may be assessed for damage or loss of College property attributed to the resident student.

\*These deposit amounts are effective for new students entering the College second semester 1981-82 and thereafter.



## Graduate Program Fees

For a listing of fees for the College's various graduate programs, see page 93.

## Add/Drop Day

Add/drop day is September 8 for the first semester, and January 18 for the second semester, unless otherwise stated. The primary purpose of this day is to allow students to make minor modifications in their course schedules due to course conflicts, demanding academic loads, changes subsequent to preregistration, etc. It is not meant to be used as a withdrawal process from the College.

## Admissions

### Freshman Students

The students at Simmons come from most of the 50 states and more than a dozen foreign countries. They represent a variety of religious, racial, and economic backgrounds. They have a variety of interests as well—in their studies and in their extracurricular activities.

To retain this diversity is the responsibility of the Committee on Admissions, and this means that policies must be flexible, focusing on the individual applicant's qualities of scholarship and character. As the Committee selects the freshman class, its concern must be the student—what she can bring to Simmons and what Simmons can offer her.

The credentials that each applicant must submit are listed below. The most important is the high school record. A careful study of the number and level of courses that a student has taken, her grades, and the school's recommendation give the Committee an indication of the kind of work she can be expected to do in college.

What the student has to say about herself, in writing her application and during an interview, tells the Committee about her interests, and the kind of activity to which she has devoted her time and energy.

Finally, the results of the required aptitude and achievement tests help to complete the picture.

At regular meetings, the eight members of the faculty and administration who make up the Committee on Admissions review each applicant's credentials. They bring their impressions together and select for admission those students who appear to be best qualified for Simmons.

### Application Procedure for Freshmen

1. **Application Form.** Each applicant fills out a form furnished by the Office of Admissions and returns it with a nonrefundable fee of \$25, preferably by March 15 for the fall semester and December 1 for the spring semester.

2. **Application for Financial Aid.** The financial aid application form, also available from the Office of Admissions, must be returned to the Director of Financial Aid by March 1. For further information about financial aid, see page 11.

3. **Tests.** Every applicant must take the Scholastic Aptitude Test and three Achievement Tests, one of which must be the English Composition Test. If

English is not the applicant's native language, please see the test requirements for international students. The American College Testing assessment may be substituted for the College Board tests. All tests should be taken no later than the January testing date of the senior year. Scores should be reported to Simmons by the College Board. For information concerning these tests, write the College Entrance Examination Board, Box 592, Princeton, NJ 08540, or Box 1025, Berkeley, CA 94701.

4. **Personal Interview.** Each applicant should visit the College if possible. An interview, although not required, is strongly recommended. The Admissions Office is open for interviews Monday through Friday from 9:00 a.m. to 4:00 p.m., and on Saturday mornings from October until March. Please make appointments as far in advance as possible.

5. **Accepted Put Forward.** Accepted students who are not able to attend Simmons the semester for which they were accepted may request to have their acceptance put forward to the next semester or the next academic year. Requests must be submitted in writing to the Office of Admissions prior to the date the student is expected to enroll.

### Advanced Placement

Academic credit at Simmons may be granted to students who have completed Advanced Placement courses in secondary school. Achievement in the Advanced Placement tests of the College Board is recognized as follows: Credit will be given for scores of four and five; credit may be given, on recommendation of Simmons faculty members, for the score of three; no credit normally will be given for scores of one or two.

### Transfer Students

Transfer applications are welcome at Simmons, and each year more than 100 students are admitted to the College with advanced standing. A transfer student is any student who is entering Simmons for the first time and who has earned at least nine college-level credits at another accredited institution. For students who have had an interruption in their formal education, the Office of Continuing Education provides an opportunity to complete or supplement academic work in regular Simmons courses on a flexible basis. Credit is granted for courses successfully completed at other accredited institutions for which Simmons has an equivalent. The amount of credit given to a transfer on entrance depends upon the requirements in her field of concentration, as well as upon the courses that she has completed. The student must have received a grade of at least C– in the course. Transfer students must spend at least three semesters and earn a minimum of 48 semester hours of credit while regularly enrolled at Simmons to be eligible for the Simmons degree. The Committee on Admissions considers transfer applications on an individual basis, and decisions are sent to candidates as soon as possible.

Transfers are accepted for both the January and September terms, and applications are reviewed by the Committee on Admissions on a rolling admissions basis. Since spaces are extremely limited in the nursing, physical therapy, and medical



technology programs, interested students should contact the Admissions Office before they apply to determine availability of openings and special requirements for these programs.

### Application Procedure for Transfers

1. **Application Form.** Each applicant fills out a form furnished by the Office of Admissions and returns it with a nonrefundable fee of \$25, preferably by June 1 for the fall semester and December 1 for the spring semester.

2. **Application for Financial Aid.** The completed financial aid application form must be returned to the Director of Financial Aid by May 1. For further information about financial aid, see the next section.

3. **School Record.** A complete transcript from the secondary school is required. The applicant should contact her high school directly for this information.

4. **Tests.** The Scholastic Aptitude Test is required. Scores of tests taken before college entrance may be used. If the test has already been taken, the candidate should ask the College Entrance Examination Board (Box 592, Princeton, NJ 08540, or Box 1025, Berkeley, CA 94701) to send the scores to Simmons. If the test has not been taken, the candidate should write to the College Board in order to register for the test. Achievement tests are not required of transfer applicants. The American College Testing assessment may be substituted for the College Board tests. If a candidate has not taken the SAT or the ACT, alternative testing is required. Please contact the Admissions Office for further information.

5. **College Record.** Simmons expects each candidate to present an official transcript of her college record. When final grades are available, the applicant must file a supplementary transcript.

6. **College Recommendation.** The applicant must submit a statement from her college indicating that she will leave the institution in good standing. This statement may be included in the form of an official notation on the college transcript, or may be included in the text of a letter of recommendation from a dean, faculty adviser, or college registrar.

### International Students

Simmons welcomes applications from qualified international students. Please read the above procedures carefully, noting that the same deadlines apply for admissions and financial aid, although some of the requirements are different. Financial aid for international students is very limited. Simmons is authorized under federal law to enroll non-immigrant alien students. Applicants are expected to have satisfied those qualifications for student (F) status required by the Immigration and Naturalization Service (I.N.S.), i.e., "The applicant must have successfully completed a course of study equivalent to that normally required of an American applicant seeking admission to the school at the same level."

A sound knowledge of the English language is essential for admission. The College must be able to verify that all students are capable of enrolling in a full-time program of study. Therefore, if English is not a student's native language, she must take the Test of English as a Foreign Language (TOEFL) in the place of the Scholastic Aptitude Test (SAT),

which must be taken by all other students. In addition, three Achievement tests, including English Composition, Mathematics I or II, and one of the student's choice are required. For information concerning these tests, write the College Entrance Examination Board, Box 592, Princeton, NJ 08540, or Box 1025, Berkeley, CA 94701.

Because Simmons is required by the I.N.S. to "obtain verification from the applicant that she has financial resources which are adequate to provide for her expenses without resorting to unauthorized employment," each applicant is required to submit to the Admissions Committee a statement outlining her financial resources and method of payment. The applicant cannot anticipate depending upon additional income from employment while attending Simmons College.

The necessary I-20 forms will be provided only after this evidence is received by the Office of Admissions.

### Continuing Education

Simmons offers its courses to women who seek further training after an interruption in their formal education. The Continuing Education Program provides an opportunity for them to complete or supplement their education on a flexible basis.

There are many reasons why women enter the program: to complete an undergraduate degree, to make up prerequisites for graduate school, to expand competence as a professional, to gain enrichment, or to take courses as a guest student from another college.

Qualifications for acceptance are flexible, although readiness and ability to handle course work at Simmons are important factors. Potential degree candidates range from those with no previous college work to those with up to 80 hours of transferable credits.

Continuing Education students enroll in regular undergraduate courses, and those working toward completing their undergraduate education receive the standard Simmons degrees. Information about the NABW/Simmons Baccalaureate Degree Program is on page 62.

Further information and individual counseling may be obtained from the Office of Continuing Education.

### Graduate Programs

For information on admission to Simmons' various graduate programs, see page 92.

## Financial Aid

Simmons makes its educational opportunities available to as many capable and promising students as possible and welcomes applications from students who could not meet their expenses at the College without assistance.

Simmons participates in the College Scholarship Service of the College Entrance Examination Board. This means that the College believes that the amount of aid given a student should be based



upon financial need. The Scholarship Service assists the College in determining need, and all applicants for assistance must submit a copy of the Financial Aid Form to the appropriate College Scholarship Service Center. Also, a copy of the family's Internal Revenue Service 1040 form must be submitted to the College after assistance has been accepted.

Financial aid is offered in the form of grants, loans, and part-time employment.

### Grants

Grants are awarded on the basis of need, academic achievement and promise, and personal qualifications. The number of students selected for awards each year is determined by the amount of money available and the needs of those applying for it.

Once a student has completed her application for financial aid (see below), she is automatically considered for all awards administered by the College; she need not make special application for any one scholarship. The College offers grants in amounts up to \$4,800, and these grants result partially from nearly 75 named and special scholarships provided by generous alumnae and friends of the College. For a few scholarships there is regional preference, such as aid from Simmons alumnae clubs, which the College attempts to allocate to students entering from a club's geographical area.

Basic Educational Opportunity Grants (Pell Grants) of up to \$1,900 a year are provided directly to needy students by the federal government. All undergraduates are eligible to apply for a Basic Educational Opportunity Grant (Pell Grant). Students receiving such grants must be registered for at least a half-time academic program. All Massachusetts residents must apply for a Basic Educational Opportunity Grant (Pell Grant) in order to be considered for the Massachusetts State Scholarship Program.

Supplementary Educational Opportunity Grants administered by the College are also from funds provided by the federal government, and are available to qualified high school graduates. They may be used to supplement other assistance to meet a student's need in full.

State scholarship programs are another possibility that applicants should investigate. A number of states, among them Connecticut, Massachusetts, Maryland, New Jersey, Pennsylvania, Rhode Island, and Vermont, offer awards that may be used within or outside the state at the college of the applicant's choice.

### Loans

Simmons College Loans are available to undergraduates who are studying on at least a half-time basis, and who without such assistance would be unable to meet their educational expenses.

National Direct Student Loans, from funds provided partly by the federal government and partly by the College, are available to both full- and half-time students who are admitted to one of the regular programs of the College.

Guaranteed Insured Loans, authorized by the Higher Education Assistance Act of 1965, are available to both full- and half-time students through

private commercial lenders, such as banks, credit unions, and savings and loan associations. Information about these loans can be obtained from participating agencies in the student's home area.

Parent Loans for Undergraduate Students (PLUS) are now available as a result of the Higher Education Amendments of 1980. PLUS assists parents to pay for their children's higher education by enabling them to borrow up to \$3,000 per child per academic year up to a maximum of \$15,000 for each student. Further information and applications for PLUS can be obtained by contacting your local bank or credit union, although this very new program may not yet be available in every state.

In addition to these four loan programs, there are several funds designed to help students during the semester when emergencies arise. These loans are given in maximum amounts of \$50 and are available to students no more than once each semester. Two examples of this type of loan follow.

The New England Society in the City of New York makes available to deserving students, especially those of New England birth or ancestry, small temporary loans to meet emergency personal needs (to cover no more than one college year).

A fund for emergency loans was established by the Black Alumnae Committee to provide short-term, no-interest loans to students experiencing unexpected financial difficulty. The fund is named the Marva Alvita Spaulding Fields Student Emergency Loan Fund (SELF) in memory of "Vita" '72.

### Part-Time Employment

Simmons expects that most students will be able to work part time, on the campus or in the Boston area, to help meet college expenses. Students interested in work opportunities should register with the Office of Student Employment (see page 7). The College participates in the Federal College Work-Study Program, which places students both on and off campus.

### Applications for Financial Aid

Prospective freshmen interested in applying for financial aid should do so at the time of applying for admission. The final date for filing financial aid application forms is March 1. The financial aid application is available from the Admissions Office at the College; the Financial Aid Form is available from the student's high school guidance office. Notice of awards will be sent, insofar as possible, at the same time as admission decisions.

If a student is given aid for her freshman year, continuance of financial assistance is assured—depending on her financial need—for each of her undergraduate years, as long as her academic and personal record is acceptable. This four-year commitment of funds to those students who are awarded aid initially makes it very difficult for students who enroll without aid to begin receiving it in subsequent years. Students **must file each year** an application for aid with the Director of Student Financial Aid and a Financial Aid Form with the College Scholarship Service. These forms are available in the Office of Student Financial Aid.



### Aid for Transfer Students

Students transferring to Simmons are also eligible for financial aid as described above. However, awards are limited in number.

Transfers should complete a financial aid application, financial aid transcripts, and the Financial Aid Form at the same time as they apply for admission. Application forms are available upon request from the Financial Aid Office. The deadline for the submission of the Transfer Aid Application forms is May 1. Notice of awards will be sent by the end of June.

## The Educational Program

### The Goals of a Simmons Education

In its undergraduate programs Simmons College seeks to provide its students with a liberal education, which is important in itself and an appropriate context for professional study to which it is equally committed. The curriculum is organized to enable the student to obtain from a well-qualified faculty highly individualized instruction in a wide range of academic and professional areas. As a women's college, Simmons hopes to inspire in its students the self-confidence and spirit of independence that will permit them to lead rich personal lives and to give them the competence to become useful members of society.

The objectives of a Simmons education include preparing women to be: well-informed, open-minded, and sensitive to values; committed to learning as a continuing experience; thoughtful, analytical, and flexible in their approach to new information and new intellectual challenges; competent in at least one area of concentration or specialization, but responsive to the variety of opportunities open to the curious mind; adept at organizing ideas and expressing them clearly and persuasively; aware of career opportunities open to them; knowledgeable in at least one area related to their career objectives; and successful in integrating their education with their personal and professional lives.

Simmons creates a supportive atmosphere within which the student may move toward the achievement of these objectives, through an active and continuing exchange of ideas between herself and her peers, the faculty, and the general College community. This atmosphere is both formal and informal, offering the student an opportunity to develop a clear sense of her own abilities, as well as ways to use them creatively.

In keeping with these goals, the Simmons approach to liberal education is flexible, and the curriculum allows each student to develop a program suited to her individual interests and career plans. Students should select a field of concentration after their third semester, but not later than their fifth semester, of full-time study.

Students may plan a program of academic and career preparation by electing a concentration in the humanities, the social sciences, or the sciences. Other students may choose to concentrate in one of the professional programs of the College: communications, education, management, nursing, nutrition,

or the health sciences. All professional programs offer field work or clinical experiences through which students may explore the nature, opportunities, and implications of a career field. In the humanities, the History Department offers field work for students interested in discovering ways in which they may prepare for careers through the study of history. Students concentrating in philosophy enter a variety of professional and vocational fields. Students interested in careers in music may qualify for courses taught at The New England Conservatory of Music or may participate in the activities of the Simmons Chorale. The College's Drama Society offers opportunities for students to produce and perform plays occasionally written by students themselves. Students may pursue a career in the visual arts through undergraduate studies in the studio program of the Department of Art and Music, the graphic design courses of the Department of Communications, and the concentration in graphic and publishing arts jointly offered by Simmons College and The School of the Museum of Fine Arts. The Communications Department provides field experience in its publishing seminar, which actually produces *Simmons Review*, the College's alumnae magazine, and in internships with publishing, advertising, broadcasting, and television companies.

Some of the resources with which the College helps a student make her decision have been mentioned earlier in the catalog—for example, the Career Planning and Counseling Center, the Student Employment and the Career Services and Placement offices, and the Career Resource Center. In addition, faculty advisers assist students in planning their programs, and the field work and internships provided by many of the academic departments are an opportunity to test career areas and to consider the possibility of further professional study after graduation.

Simmons College itself offers graduate professional education in social work, library and information science, nursing, education, English, French, Spanish, management, the humanities, and children's literature. For information about these programs, consult the Graduate Studies section of the catalog on page 92.

Students in good standing may arrange to study at a European university through the programs of the Institute of European Studies (see page 48), or other approved study abroad programs. One or two semesters of the junior year may be spent on the Domestic Exchange Program at Mills College, Spelman College, or Fisk University. A limited number of juniors are eligible to apply for the Washington Semester at the American University in Washington, D.C. Plans for study through an exchange program or a program abroad should be made by the end of the sophomore year. In addition, Simmons offers double degree programs in cooperation with Hebrew College, Massachusetts College of Pharmacy and Allied Health Sciences, and Dartmouth College (engineering).

### Individual Program Planning

To insure a broad education as well as depth of specialization, students must complete successfully a minimum of 128 semester hours before being graduated. Each student's program should be a



carefully developed plan of study. This plan should include courses selected to fulfill 1) distribution and depth requirements, 2) courses required of and elected by the student in her field of concentration, 3) independent learning and 4) electives. The total program should be integrated so that each part reinforces the whole.

The distribution and depth portions of the student's plan are designed to provide study in the liberal arts and sciences and constitute 48 semester hours of course work. The 24 semester hours in distribution requirements are satisfied by selection of two courses from each of the following three areas: humanities, social sciences, and sciences and mathematics. The list of such courses appears in the *Student Handbook*. The remaining 24 hours constitute the depth requirement. The courses chosen to fulfill this requirement must come from outside the field of concentration but should contribute to the concentration. Courses to satisfy the depth requirement may be selected from course offerings of departments that fall in the three areas referred to above. The student may choose courses from each of the three areas or may limit her choices to one or two areas.

The student is expected to take between 20 and 40 semester hours in a field of concentration, as determined by the department of the student's choice. Please note that in the sciences, economics, mathematics, psychology, nutrition, nursing and physical therapy, there are courses which are prerequisite to the concentration. These prerequisite courses may be used by the student to satisfy depth requirements in the liberal arts and sciences.

The independent learning requirement is an important component of the Simmons education. It constitutes a minimum of eight and a maximum of 16 semester hours of the student's program. Independent learning emphasizes student initiative, planning, and implementation on a contractual basis with a faculty adviser. The student must assume the primary responsibility in this experience. She must choose a topic appropriate to her goals, define the problem, and carry out the work of the project. It is the joint responsibility of the student and the faculty adviser to monitor the progress made in completing the project and to carry out an evaluation of the experience.

There are four forms of independent learning: 1) independent study, 2) internship, 3) field work, and 4) integrative seminar. Please note that in some departments a field work experience is a part of a standard course assignment. Students usually satisfy independent learning in the area of their concentration; however, a student may develop, with the consent of her adviser and department, such an activity in any discipline appropriate to her program.

1. **Independent Study**—Independent study courses are numbered 250 and represent substantial investigative or creative experiences in a specific field.

2. **Internship**—Internship courses are numbered 270. Students may elect an internship under the direction of both a College faculty member and a field director in either a profit or nonprofit institution. An internship requires a student to spend a continuous period in the field and must constitute

at least half of a full semester's academic program. The student will be expected to conduct research and/or to assume responsibilities in a professional role. Specific educational goals must be stated in advance of the student's work and close supervision, both academic and professional, must be maintained on the site. Throughout the internship, the student has the opportunity and responsibility to attend regular progress meetings with her faculty adviser and her supervising field director.

At the conclusion of the internship and upon receipt of the student's report of her experience or a research paper, her performance will be evaluated by herself, by her supervisory field director, and by her faculty adviser.

Internships carry at least eight semester hours of academic credit and a maximum of 16 semester hours of credit in a semester.

Students interested in an internship should plan with their advisers, if possible, by the end of the sophomore year, an academic program which enables them to complete degree requirements before the beginning of the internship, as well as to acquire the skills and substantive academic preparation needed for continuation of their education in a practical field experience.

3. **Field Work**—Field work courses are numbered 280. These courses give students an opportunity to put to use, under the supervision of a member of the Simmons faculty, theoretical knowledge outside the college environment and outside the context of a formal course. Field work may take place concurrently with independent study or in an integrative seminar, but whatever the particular form or context, field work may satisfy the requirement as long as it serves as an independent or integrative experience. The educational significance of field work is determined by the student's analysis of the experience and by the evaluation of the faculty adviser.

4. **Integrative Seminar**—These seminars provide the opportunity for student initiative in developing an appropriate analytical construct and approach to implementation. A student may combine an integrative seminar with previous field work or independent study, or initiate a topic for analysis to be pursued through subsequent seminars, independent study, or field work.

In addition to the four options listed above, many departments offer individual study courses numbered 260. These courses do not satisfy the independent learning requirement of the student's plan of study. Such courses allow a student to specialize in an area of her interest, may not duplicate material available through a course in a recognized curriculum, and should contribute to a coherent pattern in the student's academic program. Approval to take an individual study course must be given by the course instructor and the student's academic adviser prior to registration. A student may not take more than 16 semester hours of individual study courses during her baccalaureate program.

### **Interdepartmental Program**

Students may elect a field of concentration as presented in the catalog, or they may decide that an interdisciplinary concentration may better enable them to pursue individual career interests. The curriculum offers these options:

1. Students may elect a concentration in a de-



partment like communications or education, where the department requires a second academic concentration.

2. Students may elect to undertake two full academic concentrations.

3. Students may elect a concentration in one department together with a combination of courses fulfilling the distribution and depth principles, achieving the equivalent of two concentrations.

4. Students may select an interdepartmental concentration such as finance, American Studies, or economics-mathematics, which combines the academic work of two or more disciplines according to a prescribed sequence of courses.

5. Students, with the assistance of a faculty adviser, may design interdepartmental concentrations through the OPEN (Option for Personalized Educational Needs) Program.

### **Advisement for Professional Graduate Study**

Certain members of the faculty are designated to serve as advisers to students who are interested in academic and professional graduate study. The names of these advisers may be obtained from the Career Services and Placement Office.

### **The Option for Personalized Educational Needs (OPEN)**

The OPEN Program is designed for the student who believes that her academic and career objectives cannot be achieved through one of the listed concentrations or the joint or double concentrations. Students accepted into the OPEN Program are not subject to departmental or interdepartmental requirements regarding concentrations. But they must fulfill College degree requirements: distribution, depth, independent study or field work, foreign language proficiency, and the English requirement.

OPEN 290, Directed Study: Senior Thesis, is credited at four or eight semester hours and directed by James L.V. Newman, Program Coordinator.

The student interested in OPEN should schedule an interview with the Program Coordinator to discuss her ideas. Then she will be expected to develop, with the help of a faculty adviser, a detailed program of study built around a concentration designed to prepare her for her career objectives. This program must be approved by the Coordinator before a student is admitted to OPEN. Further information may be obtained from James L.V. Newman, OPEN Coordinator, Simmons College.

## **Degree Requirements**

The Bachelor of Arts degree is the baccalaureate degree conferred on students in all concentrations except those in the Departments of Biology, Chemistry, Mathematics, Nursing, Nutrition, Physics, and in the programs of Applied Computer Science, Physical Therapy, and Medical Technology, for which the Bachelor of Science is awarded.

A candidate for a degree or a diploma is expected to complete satisfactorily the work of an approved

program, including all required courses, within the normal number of college years. When a student withdraws for a period which would extend the work of her program beyond a normal length of time, the additional work required for satisfactory completion will be determined by the faculty.

Any outstanding financial obligations to the College must be discharged before a degree or diploma can be granted.

**Requirements** for the award of the Simmons baccalaureate degrees are:

I. Eng. 100, 101, 102, or 103 or the equivalent.

II. Distribution requirements  
24 semester hours

Humanities  
eight semester hours

Science and mathematics  
eight semester hours

Social science  
eight semester hours

III. Depth in arts and sciences to be elected from courses offered by departments represented in the three areas. Courses may be chosen from all three areas or may be limited to one or two areas.  
24 semester hours

IV. Field of concentration  
20 to 40 semester hours

V. Independent study and/or Senior Seminar under the supervision of a Simmons faculty member  
eight semester hours

Please note: In cases where independent study is done in the department of the field of concentration, the maximum semester hours for items IV and V may not exceed 48.

VI. Proficiency in a foreign language, demonstrated in one of the following ways:

1. by successful completion of eight semester hours of a foreign language on the second-year or intermediate level. However, students who are placed in a second-semester intermediate course, e.g., Frn. 202 or 210, or Spn. 202 or 210, complete the requirement with four semester hours.

2. by passing a proficiency test administered at the beginning of the college year and toward the end of each semester; or

3. by an appropriate grade in the foreign language achievement test of the College Entrance Examination Board.

\*VII. Competence in computation, demonstrated in either of the following ways:

1. by passing a proficiency test to be administered at the beginning of each semester; or

*\*For students entering in September 1982 or thereafter.*



2. by successful completion of Mth. 101 or Mth. 102.

VIII. Completion of 128 semester hours with a passing evaluation. A transfer student must spend at least three semesters and earn a minimum of 48 semester hours of credit while regularly enrolled at Simmons in order to be eligible for the Simmons degree.

IX. The recommendation of the department or program adviser that the degree be granted. The student must complete one-third to one-half of the courses required for the concentration, including a substantial amount of advanced work, while regularly enrolled at Simmons so that her department can adequately evaluate her for this recommendation. Should a student transfer out of Simmons, but wish to receive the Simmons degree, she must have spent a minimum of four semesters at Simmons and apply for her degree within four years after leaving the College. In this case, her independent study requirement must still be met by registration in one or more courses at Simmons which satisfy the conditions for independent study.

#### Marks and Evaluations

Students have the option of choosing between a Pass-Fail system of evaluation and letter grades. At registration each student must designate which grading option she desires for each of her courses. No change may be made in the grading option after registration. The definitions of the grading symbols are as follows:

P = Pass  
F = Fail

A = Excellent  
B = Good  
C = Fair  
D = Poor  
F = Fail

AUD = Formal audit

W = Approved withdrawal  
RW = Required withdrawal

Distinguishing between Pass and Fail implies that a course has minimum standards of performance. A student performing below the minimum standards receives an F and no credit for the course. A, B, C, D, and P are considered passing grades and denote performance above the minimum standards.

The records of students who are progressing unsatisfactorily towards a degree are periodically reviewed by the Administrative Board, a faculty committee charged with monitoring the academic standards of the College. This includes the records of any student who has two or more failures in a semester (an RW is considered as a failing evaluation for these procedures); any student who passes fewer than 12 semester hours in any one semester; or any student who falls 12 or more semester hours behind the normal progress of her class. The faculty

has given the Administrative Board the authority to take whatever action is deemed appropriate to each individual's situation. Such actions may include a letter of warning, probation, removal from degree candidacy, or exclusion. In the case of unsatisfactory progress toward a Simmons degree, special conditions may be imposed by the faculty, in which case both the student and her parents or guardian (if the student is dependent) may be notified. Informal warnings of academic difficulty are forwarded to the Director of Supportive Instructional Services by individual faculty members approximately halfway through each semester at Simmons, and counseling and assistance are made available.

#### Recognition of Merit

Various departments of the College offer honors programs to qualified students. College requirements for honors programs are:

1. independent study at an advanced level, as offered in departmental honors programs to the extent of at least four semester hours;
2. satisfactory completion of a thesis, project, or other investigation approved by the department in which the honors candidate concentrates; and
3. passing a suitable comprehensive examination prepared and graded by the department in question.

**Academy** is the honor society of Simmons College. Senior students who have demonstrated superior achievement according to the rules of the faculty may qualify for admission after completing at least 48 semester hours of credit at Simmons using the ABCDF grading system.

**Departmental Recognition** is given by individual academic departments to recognize those seniors whom the department considers to have performed outstanding work in the department. Such recognition is included on the student's transcript, and is designated Departmental Recognition.

**Degrees with Distinction** are granted to students whose achievement for four years has certain qualities of excellence, are members of Academy, and who have been given Departmental Recognition.



## Courses and Concentrations

### Academic Credit

A course that occupies one-fourth of the full-time effort of a full-time student enrolled in a regular four-year program, regardless of the actual number of class exercises, is assigned credit of four semester hours. A course that occupies a smaller fraction or larger fraction of a student's effort is assigned credit in the same ratio.

### Course Numbers

Course numbering at Simmons College is as follows: Courses numbered in the 100's and 200's are offered for undergraduate degree credit only. Within this range are included independent study (250), in-

dividual study (260), internship (270), field work (280), and senior seminar (290) courses. Courses numbered in the 300's are offered for both undergraduate and graduate degree credit. Courses numbered in the 400's and 500's are offered for graduate degree credit only, and courses numbered in the 600's may only be used for credit toward the Doctor of Arts degree in library and information science. The digit following the hyphen in the course number represents the period during which the course is offered: 1 and 2 represent first and second semester respectively; 0 indicates a full-year course; and S following the course number indicates a summer course.

## Departmental Concentrations

### Department of Art and Music

The Department of Art and Music offers a concentration in art and two concentrations in music. The concentration in art includes courses in both the history of art and the practice of art.

Students desiring more extensive professional education in the practice of art than can be combined with an undergraduate program will normally complete their career preparation in graduate or professional schools. Advanced professional training in the practice of art may lead to careers in a wide variety of fields, such as college teaching, publishing, various types of commercial design, architecture and city planning, ceramics, painting, sculpture, and printmaking.

### Concentration in Art

#### Requirements

The standard concentration in art is currently under review. Students wishing to concentrate in art should consult the Chairman or a department member.

Students are required to complete 28 semester hours in art, four of which may be replaced by a course in the philosophy of art, distributed as follows:

at least eight semester hours in either the practice of art or art history;  
the remainder of courses chosen from either art history or practice of art, depending on individual interest.

There is no strict sequence in which art history courses must be taken, although the introductory courses, Art 141 and Art 142, are normally taken first. In practice of art, eight semester hours at the introductory level are required prior to work in painting and printmaking.

The concentration in art may be combined with a number of other departmental concentrations. A student interested primarily in the history of art might consider a second concentration in English, history, philosophy, French, or Spanish. Students concerned especially with the practice of art may find a profitable second concentration in communications.

### Courses

#### Art Studio Courses

##### Art 110-0 Basic Drawing 4-8 sem. hrs.

*Prereq.: consent of instructor required for second-semester class.*

The first semester of this two-semester course is comparable to Art 111, but has two additional contact hours which permit a more comprehensive introduction to drawing. The second semester introduces a diverse range of perceptual and conceptual problems building on the student's prior drawing experience. The student will be encouraged to evolve independent and expressive goals. Especially suited for graphics majors and those with more than an ordinary interest in art practice. *Oppenheim.*



**Art 111-1, 2 Introduction to Studio Art—Drawing 4 sem. hrs.**  
A basic drawing course requiring no previous studio experience and designed to introduce the student to basic pictorial concepts and techniques. Varied approaches to drawing, using figures, landscape, and still life, will be studied. Through slide presentations, the student will be made aware of the cultural and historical context in which stylistic development takes place. *Chandler, Oppenheim.*

**Art 112-1,2 Introduction to Studio Art—Color 4 sem. hrs.**  
An investigation of the role of color in perception and in pictorial structure through studio work in painting. In addition to regular studio work, there will be frequent discussions of slides depicting works of art from different periods and cultures. The student will consider the relation between the cultural and historical situation of the artistic and stylistic development. This course requires no previous experience although the student is strongly urged to take Art 110 or Art 111 first. *Wallace.*

**Art 113-1 Painting I 4 sem. hrs.**  
Basic course in techniques of painting. Work will include still life, figure, and abstract painting. Emphasis will be on color as it relates to both individual expressive needs and pictorial structure. *Oppenheim.*

**Art 114-2 Painting II 4 sem. hrs.**  
Continuation of Art 113, with emphasis on individual determination of style and direction. *Oppenheim.*

**Art 115-1 Silk Screen Printing I 4 sem. hrs.**  
A basic course in silk-screen techniques, including construction and preparation of screens and various methods of screen printing. *Wallace.*

**Art 116-2 Silk Screen Printing II 4 sem. hrs.**  
Continuation of Art 115, with emphasis on individual determination of direction and stylistic concerns. *Wallace.*

**Art 117-1 Intaglio Printmaking I 4 sem. hrs.**  
A basic course in intaglio printmaking, including etching, drypoint, collography, aquatint, and engraving. Emphasis will be on the translation of individual drawing experiences into a variety of intaglio print methods. *Chandler.*

**Art 118-2 Intaglio Printmaking II 4 sem. hrs.**  
Continuation of Art 117, with emphasis on individual determination of style and direction. This course may be taken with no previous experience in intaglio printmaking. *Chandler.*

## Art History Courses

**Art 141-1 Introduction to Art History—Egypt to Mannerism 4 sem. hrs.**  
Study of selected works of painting, sculpture, and architecture representing major phases of Western culture from ancient Egypt through sixteenth-century Mannerism. *Faxon.*

**Art 142-2 Introduction to Art History—Baroque to the Twentieth Century 4 sem. hrs.**  
A continuation of Art 141 dealing with selected works of painting, sculpture, and architecture from the seventeenth-century Baroque to the twentieth century, including both European and American works. *Faxon.*

Note: Art 141, 142 is designed as a two-semester sequence, but either course may be taken separately.

**Art 143-2 Art in Europe, 1750-1900 4 sem. hrs.**  
Painting, sculpture, and architecture from the neoclassical movement of the late eighteenth century to Cézanne and Rodin. Emphasis on such artists as Delacroix, Monet, and Van Gogh. *Faxon.*

**Art 144-1 Twentieth-Century Art in Europe 4 sem. hrs.**  
Painting, sculpture, and architecture in Europe from the Fauve and Cubist movements to the Second World War and after. Emphasis on such major figures as Picasso, Matisse, Mondrian, and Le Corbusier. *Faxon.*

**[Art 145-2 Art in the United States 4 sem. hrs. Not offered in 1981-82.]**  
Painting, sculpture, and architecture in America from the Revolution to the present. Emphasis on such major themes as portraiture, romanticism, realism, and abstraction and on such figures as Copley, Homer, and Pollock. *Faxon.*

**[Art 146-1 Art in the Age of Rembrandt 4 sem. hrs. Not offered in 1981-82.]**  
Seventeenth-century art in Europe, with emphasis on Rembrandt and other major Dutch painters. Subsidiary attention to such major figures outside Holland as Caravaggio, Bernini, Rubens, Velazquez, and Poussin. *Faxon.*

**[Art 147-1 Art in the Age of Leonardo da Vinci and Michelangelo 4 sem. hrs. Not offered in 1981-82.]**  
Art of the Italian Renaissance, with emphasis on Leonardo da Vinci and Michelangelo. Subsidiary attention to a small group of other major figures, particularly Donatello, Botticelli and Raphael.

**Art 148-1 A History of Women Artists 4 sem. hrs.**  
A survey of the paintings, sculpture, and architecture of women artists from Medieval times to the present, with emphasis on such major artists as Sophonisba Anguiscola, Artemisia Gentileschi, Elisabeth Vigée-Lebrun, Harriet Hosmer, Edmonia Lewis, Rosa Bonheur, Mary Cassatt, Berthe Morisot, Kaethe Kollwitz, Louise Nevelson, and Helen Frankenthaler. *Faxon.*

**Art 150-1, 2 Art History from a Black Perspective 4 sem. hrs.**  
A survey of the history of art, with a strong emphasis on the contribution of African people to American art culture, including special attention to the role of African people in developing world art. *Chandler.*

**Art 158-2 The Indian Arts of the Americas 4 sem. hrs.**  
A study of the whole range of the arts of the Indian peoples of North America, Central America, and South America, both before and after the voyages of Columbus. *Faxon.*

**Art 250 Independent Study**  
*Members of the Department.*

## Concentration in Music

The Department of Art and Music offers two concentrations in music: applied music and music history and literature. Both concentrations have been established through an interinstitutional arrangement between Simmons College and The New England Conservatory of Music.

### Requirements

Students who elect a concentration in music are required to complete 40 semester hours in each area of concentration, distributed as follows:

#### Applied Music:

16 semester hours of applied music (one-half hour each semester worth two semester hours)  
16 semester hours of theory or theoretical studies  
eight semester hours of music history and literature



### Music History and Literature:

16 semester hours of music history and literature  
16 semester hours of theory or theoretical studies  
eight semester hours of applied music (one-half hour each semester worth two semester hours)

Those who consider a concentration in music should include Mus. 128, Introduction to Musical Theory and Practice, preferably during the first year. Credit for Mus. 128 will be applied toward the theory requirement in either concentration. A student must either have proficiency in the course or have satisfactorily completed it before taking further theoretical studies at The New England Conservatory of Music. Perspectives in Music, Mus. 120, is also important for students wishing to concentrate in music.

A sequence of course requirements in either area of the music concentration should be determined in advance by the student in cooperation with the Simmons music faculty. Eight semester hours of independent study, field work, or senior seminar are required by both the applied music concentration and the music history and literature concentration. These may be fulfilled by an advanced level of performance in applied music above the first eight semester hours. The student is then encouraged to present a recital in the senior year.

A student with a concentration in music history and literature is expected to complete a special independent research project in the senior year by working closely with a faculty member. This requirement, however, may be satisfied instead by electing advanced music courses at either Simmons or The New England Conservatory.

### Joint Concentrations

The Department welcomes students who wish to develop joint concentrations with other departments; for example, music and English; music and education; music and communications; music and physical therapy, etc. The Department will work with individual students and other departments to develop viable programs of study for such students. Students wishing to work out a combined concentration should consult with their advisers and with the individual chairmen of the departments involved.

### Prerequisites

Students interested in a music concentration must give evidence of ability and potential in musical skills. A preliminary audition with the Simmons music faculty precedes an audition at The New England Conservatory. Then the student, with her faculty adviser and the music faculty at Simmons, works out a sequence of course requirements in the chosen area of music concentration. If the plan of study fulfills all academic requirements and is approved by appropriate personnel, the student is then admitted to the music concentration program.

### Courses

#### Mus. 120-1, 2 Perspectives in Music 4 sem. hrs.

Whether familiar or totally new, music from the Renaissance to the 1970s can be listened to with new excitement when approached with creative insight. With frequent use

of films and guest artists, this informal seminar will explore the history and pleasure of music and is designed to entice mind and ear, deepen understanding, and increase interest and delight in our musical heritage. *Gronquist.*

#### [Mus. 123-2 Introduction to Musical Drama 4 sem. hrs. Not offered in 1981-82.]

A study of relationships between music and drama through selected works composed for stage, church, and concert hall. Focussing on operas, oratorios, musical comedy, and other kinds of dramatic music, this course is planned to enhance the listener's appreciation of both the literary and musical aspects. Guided listening to recordings, study of musical scores, and librettos, collateral readings, and assigned projects. No previous background in music is required. *Gronquist.*

#### Mus. 128-1 Introduction to Musical Theory and Practice 4 sem. hrs.

The study of the fundamental theoretical aspects of music. Terminology and notation. Basic tonal melodic singing and hearing. Meter and rhythmic practice. Basic tonal harmony. Especially beneficial as background for any of the more specialized courses offered within the Department or at The Conservatory. *Gronquist.*

#### [Mus. 131-2 Aesthetics of Folk Music 4 sem. hrs. Not offered in 1981-82.]

The role of music in various societies and cultures will be explored from the viewpoint of what aesthetic values, traits, and styles are revealed about a particular culture or ethnic group. The effect of folk music on art, dance, drama, religious and popular music as well as the problems of analyzing and preserving traditional music will be examined. A research paper or project will be required and attendance at concerts encouraged. No previous training in music is required.

#### Mus. 139-2 Paris in the Early Twentieth Century: The Origins of the Avant Garde 4 sem. hrs.

An introductory course involving interdisciplinary studies in cultural history, examining the ideas and works of the many artists, writers, musicians, etc. who were active in Paris within the period from around 1890 to 1930. Movements dealt with include Symbolism, Cubism, Dada, Surrealism; music of Debussy, Ravel, Stravinsky, Les Six. Open to freshmen and upperclassmen; no previous background required. *Gronquist.*

#### [Mus. 140-1 History of Afro-American Music 4 sem. hrs. Not offered in 1981-82.]

An historical analysis of the development of Afro-American music as it relates to the scope of American music. Consideration will be given to the social, political, and economic factors which influenced this music. Topics will include work songs, spirituals, blues, jazz, and gospels. Guided listening to recordings, attendance at concerts, collateral readings, and a major research paper will be required of each student.

#### [Mus. 141-2 Music in America 4 sem. hrs. Not offered in 1981-82.]

An examination of America's musical evolution from the Pilgrims to the present. Attention will be given to the social, political and economic forces in American history that helped to shape the development of music, and to determine the course it took. Topics will include New England psalmody, influences of popular song, opera, musical comedy, ballet, and folk music.

#### Mus. 250 Independent Study Members of the Department.

#### The New England Conservatory

Courses in applied music and theoretical subjects regularly offered at The New England Conservatory may be elected for credit by qualified students.



Under the provisions of an interinstitutional agreement between The New England Conservatory and Simmons College, duly enrolled students at Simmons College may elect to include in their programs for full credit any courses normally offered by The Conservatory, subject to certain specified conditions, the details of which should be obtained from the Registrar. A Simmons College student desiring to pursue a course at The Conservatory must be recommended to the Registrar. The student will then be referred to The Conservatory by the Simmons music faculty, which reserves the right to determine whether prerequisites for the course in question have been met and whether the student is fully qualified to pursue the course elected.

## Faculty

### Art

**Thomas Joseph Wallace, A.M.** *Professor of Art and Chairman of the Department of Art and Music*  
**Dana C. Chandler, B.S.** *Associate Professor of Art*  
**Robert Oppenheim, M.F.A.** *Associate Professor of Art*  
**Alicia Faxon, Ph.D.** *Assistant Professor of Art History*

### Music

**Robert E. Gronquist, M.A.** *Associate Professor of Music and Director of Musical Activities*

**Marian Novak, M.A.** *Secretary for the Department of Art and Music*

## Department of Biology

Undergraduate specialization in biology provides the student with a basic background of knowledge which makes possible a variety of career opportunities. Concentration in the Department is designed to help the student develop an understanding of the scope, the methods of inquiry and specialties of biology and an appreciation of modern biological trends. This concentration is also basic for specialization at the graduate level in biology.

Undergraduate preparation in biology may lead to career opportunities in government, university, and commercial laboratories in areas such as animal and plant physiology, developmental biology, biochemistry, microbiology, and ecology. The curriculum also prepares the student for graduate study in such areas as public health, medicine, dentistry, and veterinary science.

Cooperation with other departments in the College provides opportunities for interdisciplinary programs. Combined programs are possible with the Departments of Chemistry, Physics, Mathematics and Psychology. Certification for teaching biology at the middle school and secondary school levels is possible by enrollment in the program of the Department of Education.

## Concentration in Biology

### Requirements

Students planning a program in biology may satisfy the core requirements by taking the following courses:

Upon Departmental recommendation, either:

<b>Year 1</b>	Bio. 106	Principles of Biology I
	and	
	Bio. 108	Principles of Biology II
	or	
	Bio. 113	General Biology I
	and	
	Bio. 115	General Biology II

<b>Year 2</b>	One of the following:
	Bio. 120    Biology of Plants
	or
	Bio. 126    Invertebrate Zoology
	or
	Bio. 127    Vertebrate Zoology

One of the following:
Bio. 138    Comparative Animal Physiology
or
Bio. 140    Plant Physiology

<b>Year 3</b>	Bio. 125    Cell Biology
	One of the following:
	Bio. 136    Genetics
	or
	Bio. 145    Principles of Ecology
	or
	Bio. 155    Evolution

After the minimum requirement of one course from each group has been met, remaining course(s) from any group may be taken as electives.

To complete the minimum requirements, students who have entered the College since September 1978 must take two more courses in biology selected from the list below. Students are encouraged to take additional courses in biology.

Bio. 120	Biology of Plants
Bio. 121	Microbiology
Bio. 122	Human Anatomy
Bio. 126	Invertebrate Zoology
Bio. 127	Vertebrate Zoology
Bio. 134	Physiology
*Bio. 135	Developmental Biology
Bio. 136	Genetics
Bio. 138	Comparative Animal Physiology
*Bio. 140	Plant Physiology
*Bio. 142	Topics in Behavioral Biology
*Bio. 145	Principles of Ecology
*Bio. 146	Microtechnique, Histology, and Microscopy
*Bio. 147	Host-Parasite Relationships
*Bio. 151	Immunobiology
*Bio. 153	Topics in Marine Biology
*Bio. 154	Advanced Experimental Biology
*Bio. 155	Evolution
*Bio. 156	Neurobiology

In the senior year, students must satisfy their requirements for individual study either by taking Bio. 250 or by taking two additional advanced courses in biology. The courses satisfying the individual study requirement are indicated above by an asterisk\*. Students must receive the consent of the instructor before registration and are expected to present a research paper in addition to the regular requirements of the course.

**Prerequisites.** Students considering a concentration in biology should normally take Bio. 113 and 115 during their first year. Students with little or no science background may be advised to take Bio. 106 and 108. Students are required to take Chm. 111 or 113, 114, and 125, as well as Mth. 110 or its equivalent. Students interested in medical or dental school or in pursuing graduate study in certain areas of biology should plan to include Chm. 126. It is also strongly recommended that students elect one year of physics and additional courses in mathematics.

## Courses

### **Bio. 106-1 Principles of Biology I 4 sem. hrs.**

The fundamental concepts of modern biology, with emphasis on the development of ideas and the significance of biological issues in contemporary society. Topics will include cellular mechanisms, homeostasis, and population dynamics. For students with little science or math background. *Members of the Department.*

### **Bio. 108-2 Principles of Biology II 4 sem. hrs.**

An overview of strategies for survival among the major groups of living organisms. Emphasis on physiological mechanisms, reproduction, and genetics. For students with little science or math background. Does not presuppose Bio. 106. *Members of the Department.*

### **Bio./Psy. 109-2 Biology and Psychology of Women 4 sem. hrs.**

*Not a prerequisite for further courses in the Biology or Psychology departments.*

An examination of the biological and psychological factors that play a part in the development of women's sex identification and role in today's society. Concern will be with the genetic, anatomical, and physiological differences between the sexes and their interaction with early experiences, socialization processes, and psychological consequences. The scientific collection and analysis of data, including experiments will be emphasized. *Members of the Biology and Psychology departments.*

### **[Bio. 110-2 Horticulture 4 sem. hrs. Not offered in 1981-82.]**

*Not a prerequisite for further courses in the Department except with the consent of the Department.*

Study of plant cultivation, propagation, structure, function, and human utilization. The emphasis in this course is the practical use of botanical knowledge to grow and use plants. *Skvirsky.*

### **Bio. 113-1 General Biology I 4 sem. hrs.**

*Prereq.: Departmental placement.*

Study of adaptive strategies of plants, invertebrates, and vertebrates for solving the problems of bioenergetics, internal transport, osmotic and ionic balance, and hormonal and nervous integration. *Members of the Department.*

### **Bio. 115-2 General Biology II 4 sem. hrs.**

*Prereq.: Bio. 113 or equivalent.*

Consideration of reproduction, development, inheritance, and evolution in plants and animals, with emphasis on Mendelian genetics, the biochemistry of the gene, control of gene activity, and population genetics. *Members of the Department.*

### **[Bio. 120-1 Biology of Plants 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: one semester of college biology or consent of the instructor.*

An introduction to the Plant Kingdom with emphasis on phylogeny, morphology, and reproduction. Laboratory work will include field observations, experiments, and a supervised project.

### **Bio. 121-1 Microbiology 4 sem. hrs.**

*Prereq.: one year of college biology and chemistry.*

Introduction to the biology of micro-organisms: bacteria, viruses, and fungi. Stress placed on control of microbial populations, systematic study, and the use of quantitative methods. *Coghlan.*

### **Bio. 122-1 Human Anatomy 4 sem. hrs.**

The gross and micro-anatomy of the human body, presented in detail. Laboratory utilization of the cat and organs from other mammals for dissection.

### **Bio. 125-2 Cell Biology 4 sem. hrs.**

*Prereq.: one year of college biology and Chm. 125 or consent of the instructor.*

A thorough study of the cell is presented, including structure, function, cell diversity, and methods of analysis. Major pathways of the cell are examined in relationship to particular organelles. Laboratory exercises are designed to introduce a wide range of techniques used by cell biologists. *Hettick.*

### **Bio. 126-1 Invertebrate Zoology 4 sem. hrs.**

*Prereq.: Bio. 113 and 115 or equivalent.*

A survey of the invertebrate phyla. Emphasis is on adaptive significance of the structure and physiological characteristics of each invertebrate group in relation to its ecological distribution. Systematics that may be phylogenetically significant are included. *Nickerson.*

### **[Bio. 127-1 Vertebrate Zoology 4 sem. hrs. Not offered in 1981-82.]**

A survey of the chordates, including protochordates and vertebrates. Emphasis is on morphological characteristics, and ecological and evolutionary relationships. Laboratory will include field work and dissection of representatives from most major groups of chordates.

### **Bio. 134-2 Physiology 4 sem. hrs.**

*Prereq.: Bio. 122 or equivalent and one year of college chemistry.*

An introduction to the functional integration of animal systems. Emphasis is placed on feedback mechanisms and the interrelationship of the various systems as the animal adapts to changing environmental conditions. Laboratory experiments illustrate classical and modern approaches to the physiology of the various organs and systems. *Irwin.*

### **Bio. 135-1 Developmental Biology 4 sem. hrs.**

*Prereq.: Bio. 125, 136, and Chm. 125.*

Study of the development of organisms from fertilization to death. Formation of the individual from molecules to three-dimensional form with individuality. Laboratory exercises on a variety of organisms. Independent analysis of original research papers and independent research projects included. *Hettick.*



**Bio. 136-2 Genetics 4 sem. hrs.**

*Prereq.: Bio. 115 and Chm. 114.*

The course includes a brief review of classical genetics, but emphasis is placed on the development of concepts and techniques of biochemical and microbial genetics.

**Bio. 138-2 Comparative Animal Physiology 4 sem. hrs.**

*Prereq.: one year each of college biology and chemistry.*

A comparative approach to the study of basic physiological processes such as osmoregulation, nutrition, digestion, respiration, excretion, thermoregulation, and integration. The major groups will be studied, with emphasis on phylogenetic relationships. *Loehr.*

**Bio. 140-2 Plant Physiology 4 sem. hrs.**

*Prereq.: Bio. 113, 115, or equivalent.*

A study of photosynthesis, water relations, and control of growth and development of higher plants. Lectures and laboratories supplemented with readings in the current literature and independent laboratory and reading projects. *Skvirsky.*

**[Bio. 142-1 Topics in Behavioral Biology 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: one year of college biology or consent of the instructor.*

A study of invertebrate and non-human vertebrate behavior, including such topics as the anatomical and physiological bases of behavior, the genetics and ontogeny of behavior, courtship and aggression, communication, and migration. Open-ended lecture and laboratory with opportunity for long-range experiments.

**Bio. 145-1 Principles of Ecology 4 sem. hrs.**

*Prereq.: one year of college biology or consent of the instructor.*

Interrelations of plants and animals and the environment. Biological adaptations and biogeochemical cycles. Analysis of geographical, chemical, and biological aspects of the environment and their use in conservation, with emphasis on New England. Field work in mountain, marsh, bog, and rocky shore ecosystems. *Williams.*

**[Bio. 146-2 Microtechnique, Histology, and Microscopy 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: two years of college biology.*

Microscopic study of living and fixed plant and animal tissues. Their preparation for structural and histochemical study by light, phase-contrast, fluorescence microscopy, and photomicrography.

**Bio. 147-1 Host-Parasite Relationships 4 sem. hrs.**

*Prereq.: Bio. 121 or consent of the instructor.*

Emphasis on animal parasites of man, their ecology, host interactions, control and identification under clinical and experimental conditions. Medical mycology and plant pathology included. *Loehr.*

**Bio. 151-2 Immunobiology 4 sem. hrs.**

*Prereq.: consent of the instructor.*

A consideration of the basic principles of immunology, with applications of immunologic theory and techniques to microbiology, biochemistry, genetics, developmental biology, and evolution. *Coghlan.*

**[Bio. 153-1 Topics in Marine Biology 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: one year of college biology.*

Seminar on current studies in marine biology, with special reference to fundamental work on organic productivity, food chains, fishing resources, and whaling. Includes consideration of selected topics in physiological ecology of marine forms, with special emphasis on intertidal flora and fauna.

**[Bio. 154-2 Advanced Experimental Biology 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: two years of college biology.*

Biological criteria of a wide range of plants, animals, and microorganisms that determine their choice as model test organisms in cell biology, physiology, development, and genetics. Experimental design includes biostatistics; instrumentation includes microscopy and photography. Each student will plan and execute one or more complete experiments in her area of interest.

**Bio. 155-2 Evolution 4 sem. hrs.**

*Prereq.: Bio. 136 and consent of the instructor.*

A discussion of the mechanisms of evolution, with emphasis on the genetic aspects and the experimental approach to evolutionary problems. Discussion of mutation, natural selection, genetic drift, and evolutionary changes in natural populations, as well as the genetics of speciation and race formation. *Nickerson.*

**Bio. 156-1 Neurobiology 4 sem. hrs.**

*Prereq.: Bio. 134, 138, or consent of the instructor.*

A comparative study of nervous systems, with emphasis on evolutionary changes and cellular specializations in vertebrates and invertebrates. Methodologies currently in use in neurobiological research will be featured through lectures, discussion of current research papers, and lab exercises. *Irwin.*

**Bio. 250-1, 2 Independent Laboratory Research 8 sem. hrs.**

Open to seniors for fulfillment of individual study requirements. Usually taken for two semesters (eight semester hours) but may be elected for one semester (four semester hours) at the discretion of the faculty sponsor. *Members of the Department.*

**Bio. 260-1, 2 Individual Study in Biology 4 sem. hrs.**

*Prereq.: consent of the instructor.*  
*Members of the Department.*

## Faculty

**N. Sandra Williams, Ph.D.** Associate Professor of Biology and Chairman of the Department of Biology

**†Martha D. Berliner, Ph.D.** Professor of Biology

**Anne Eveline Coghlan, Ph.D.** Professor of Biology and Dean of Sciences

**Louis B. Irwin, Ph.D.** Associate Professor of Biology

**Richard P. Nickerson, Ph.D.** Associate Professor of Biology

**†††Everett Leroy Tuttle, Ph.D.** Associate Professor of Biology

**Bruce P. Hettick, Ph.D.** Assistant Professor of Biology

**Karen Loehr, Ph.D.** Assistant Professor of Biology

**Rachel C. Skvirsky, M.A.** Instructor in Biology

**Mary MacCurtain** Assistant Supervisor, Preparation Room

**Elizabeth Roche** Supervisor, Preparation Room

**Alana Dudley** Secretary for the Department of Biology

†On special leave entire year 1981-82.

†††On general leave second semester 1981-82.

## Department of Chemistry

Chemistry offers opportunities for study and interpretation of natural phenomena of immense variety. Pressing social issues, such as public health, environmental deterioration, and the famine-overpopulation problem, cannot be solved without attacking their scientific aspects: an education in chemistry prepares the student to serve society and its individual professions in these and many other ways.

Many career opportunities in educational and experimental areas require only a bachelor's degree. The former include, in addition to teaching, librarianship, technical writing, publication, and business specialties. Laboratories concerned with experimental investigations in medicine, such as cancer chemotherapy, pharmaceuticals, biochemistry, oceanography, air and water pollution, agriculture, pesticides, and plastics, are in constant need of college-trained chemists.

Graduate study opens career areas with greater responsibility and the opportunity for initiation and leadership of research work. An undergraduate chemistry concentration is valuable preparation for graduate studies not only in chemistry, but also in fields such as biochemistry, nutrition, and food technology. It is also appropriate preparation for professional schools of medicine or dentistry, especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level. The student interested in science education may take an undergraduate chemistry concentration followed by further professional education leading, for example, to the M.A.T. degree.

### Requirements and Facilities

The required courses in chemistry normally completed by the end of the third year are Chm. 125, 126, 131, and 132. Concentrators are also required to take Chm. 250 (eight semester hours), to participate in Departmental seminars, and to elect at least eight semester hours from among Chm. 141, 143, 144, 146, 147, and 148.

Chemistry concentrators, after declaring their concentration, select one of the individual laboratory bench-study spaces in Science Center Room 430, where they carry out much of the rest of their work in chemistry. Interinstitutional grants to Simmons and neighboring institutions have provided the Department with instrumentation beyond the scope of that usually available at undergraduate colleges.

**Prerequisites.** Students considering a concentration in chemistry should take Chm. 113 and 114 during their first year. In some cases, students with little or no previous high school background may be advised to take Chm. 111 instead of 113. Mth. 101 or 102 will be recommended by advisers for students in chemistry who feel they may need to review basic mathematical concepts. By the time they enroll in Chm. 131, they should have taken, or be taking, Mth. 120 and Phy. 112 and 113, which may be used to fulfill part of the requirement of depth in arts and sciences.

**Graduate School Preparation.** The American Chemical Society suggests a set of standards that it feels will prepare students for graduate study. To meet these standards, the student must include as electives Chm. 148 and two courses from 141, 146, and 147. The student is also advised to have a reading knowledge of German or Russian and is strongly urged to take one (or both) of these languages if she intends to go on to graduate school. Certification that the student's course program has met the ACS standards is not required for any career or graduate study; the standards are only a guide in planning a program that will make graduate study easier.

**Interdepartmental Programs.** There are formal concentrations that combine chemistry with biology, management, mathematics, nutrition, and psychology. In addition, chemistry has been combined with education, communications, and philosophy to lead to immediate careers or graduate study. To plan other interdepartmental programs, the student should arrange with her adviser to have someone from each of the relevant departments discuss with her a program suited to her particular needs.

**Double Degree Program in Chemistry and Pharmacy.** A five and one-half year program leading to baccalaureate degrees in both chemistry and pharmacy is described on page 91. Students interested in the program should consult the Chairman of the Chemistry Department during freshman orientation to assure proper course selection.

### Courses

#### Chm. 101-1, 2 Computer Appreciation/BASIC Programming 4 sem. hrs.

Introduction to the powers and limitations of computers and the role of computers in society. Analysis of problems for computer solution, flow charting, and programming in the language BASIC. Elements of computer structure. Students will learn to design, write, and run programs on the time-shared computer. Problems will be drawn from a wide variety of fields; no special background knowledge is assumed. Two hours of lecture, one hour of computer time per week. *Bell, Soltzberg.*

#### Chm. 109-2 Survival Chemistry 4 sem. hrs.

Study of the fundamental scientific principles underlying various environmental and technological issues, with the aim of enabling the student to understand and deal with the impact of science on society. The course will employ a topical approach. The topics may include energy resources and alternatives, air and water pollutants, alternatives to pesticides, manmade polymers, drugs, genetic engineering, and population growth and its consequences. *Hartman.*

#### Chm. 111-1 Introductory Chemistry: Inorganic and Physical 4 sem. hrs.

The historic and scientific evolution of basic chemical concepts with special reference to inorganic compounds, including equations, the periodic table, chemical bonding, and equilibrium. No previous knowledge of the subject is assumed, nor any sophisticated background in mathematics. The laboratory is designed to correlate with and amplify the lecture material and to familiarize the student with fundamental laboratory techniques. Three lectures, one discussion period, and one laboratory per week. *Bell.*



**Chm. 112-2 Introductory Chemistry: Organic 4 sem. hrs.**

*Prereq.: Chm. 111 or 113.*

Designed for the concentrator in the paramedical or science-related field. Nature of the covalent bond, structure and reactions of organic compounds, with emphasis on practical applications. Introduction to chemical and biochemical functions of compounds important to life. The laboratory includes a critical examination of organic molecules and their reactions. Three lectures, one discussion period, and one laboratory per week. (This course can serve as prerequisite to Chm. 125 with the consent of the instructor.) *Piper.*

**Chm. 123-1 Introductory Chemistry: Biological 4 sem. hrs.**

*Prereq.: Chm. 112 or 114.*

Builds on the organic background provided in Chm. 112. Study of carbohydrates, lipids, and proteins and their metabolic role in living systems. Laboratory work includes the chemistry of foods and human nutrition. Three lectures, one discussion period, and one laboratory per week.

**Chm. 113-1 Principles of Chemistry 4 sem. hrs.**

*Prereq.: a satisfactory score on the Simmons Chemistry Placement Examination.*

A quantitative, phenomenological development of a few fundamental topics: the mole concept, stoichiometry, chemical equilibria in aqueous solutions, atomic and molecular theory, inorganic chemistry, and the rates of chemical reactions. The laboratory introduces quantitative techniques, including instrumental methods, for studying chemical systems. Three lectures, one discussion period, and one laboratory per week. *Soltzberg.*

**Chm. 114-2 Organic Chemistry I 4 sem. hrs.**

*Prereq.: Chm. 111 or 113.*

The fundamental concepts of atomic structure, hybridization, molecular orbitals, and structure and electrical properties of organic molecules are studied. Functional groups are introduced and the classes of organic compounds are surveyed. Simple organic reactions involving the main classes of compounds are then taken up. From this background, an in-depth mechanistic study of the classes of organic compounds is begun, involving energies, stereochemistry, equilibrium, and reaction rate theory. Three lectures, one discussion period, and one laboratory per week. *Beck.*

**Chm. 125-1 Organic Chemistry II 4 sem. hrs.**

*Prereq.: Chm. 114.*

An extension of Chm. 114 to consider additional classes of organic compounds and the more intimate relationship between structure and reactivity as expressed in mechanistic terms. Three lectures, one discussion period, and one laboratory per week. *Piper.*

**Chm. 126-2 Analysis and Equilibrium 4 sem. hrs.**

*Prereq.: Chm. 113 and Mth. 110.*

Introduction to the thermodynamic basis for equilibrium followed by its application to qualitative and quantitative chemical analysis. Rigorous theory accompanies correlated laboratory work. Three lectures, one discussion period, and one scheduled and one open laboratory per week. *Brauner.*

**Chm. 131-1 Thermodynamics and Kinetics 4 sem. hrs.**

*Prereq.: Chm. 126, Phy. 110 or 112, and Mth. 120 or consent of the instructor.*

Detailed treatment of states of matter and the laws of thermodynamics (with applications to chemical and phase equilibria and electrochemistry) and reaction kinetics and mechanism. Laboratory study of pure materials, solutions, and rates of chemical reactions supplements the lecture and introduces the use of sophisticated instrumentation. Three lectures and one laboratory per week. *Bowers.*

**Chm. 132-2 Quantum Mechanics and Molecular Structure 4 sem. hrs.**

*Prereq. or concurrent: Chm. 126, Phy. 110 or 112, and Mth. 120 or consent of the instructor.*

The wave mechanical treatment of atoms, atomic and molecular spectroscopy, theories of chemical bonding, molecular structure, and statistical mechanics. Spectroscopic and model (computer and physical) studies make up the laboratory work. Three lectures and one laboratory per week. *Soltzberg.*

**Chm. 141-1 Advanced Analytical Chemistry 4 sem. hrs.**

*Prereq.: Chm. 131.*

Instrumental methods, including spectrophotometric, polarographic, conductometric, and potentiometric; and as time permits, spectrographic methods, chelometry, solvent extraction, chromatography, and ion extraction. The use of NMR in inorganic analysis will also be included. Three lectures and one laboratory per week. *Brauner.*

**Chm. 143-1 Advanced Organic Chemistry 4 sem. hrs.**

*Prereq.: Chm. 125.*

A study of organic reaction mechanisms followed by synthesis design leading to full synthetic treatment of complex molecules. The latter half of the course can be oriented toward the treatment of the molecules having medicinal or biological significance, such as synthetic drugs, hormones, and natural products, to be chosen according to the interests of enrolled students. *Beck.*

**Chm. 144-2 Advanced Physical Chemistry 4 sem. hrs.**

*Prereq.: Chm. 131 and 132.*

An extension of quantum and statistical mechanics to more complex problems in spectroscopy, reaction kinetics, and statistical thermodynamics than those introduced in Chm. 131 and 132. Three lectures per week. *Members of the Department.*

**Chm. 146-2 Organic Analysis 4 sem. hrs.**

*Prereq.: Chm. 125 and 126.*

Laboratory work developing most of the important techniques in the isolation and identification of organic compounds. Lectures discussing the major spectrometric techniques used in organic structural elucidation. Three lectures and six hours of laboratory per week.

**Chm. 147-1 Biochemistry 4 sem. hrs.**

*Prereq.: Chm. 125, 126, and 131 or consent of the instructor.*

Organizing principles of living systems, structure and properties of biomolecules, and conformation of proteins. The course will also cover enzyme reaction mechanism and kinetics, principles of energy transfer in cells, reaction mechanism, and integration and control of metabolic pathways. Three lectures and one laboratory per week. *Hartman.*

**Chm. 148-2 Advanced Inorganic Chemistry 4 sem. hrs.**

*Prereq.: Mth. 120 and Chm. 132.*

Structural and dynamic aspects of inorganic compounds, including ionic crystals, transition metal complexes, organometallics, and electron deficient species. The course will include topics of current bioinorganic interest, such as metalloproteins, enzymes, nitrogen fixation, and essential trace elements. *Bell.*

**Chm. 250-0 Undergraduate Research Project 8 sem. hrs.**

*Required of all seniors. Open to juniors and sophomores with the consent of the Department.*

Selection of a research project involving a search of the scientific literature followed by laboratory work required for the solution of a problem. *Members of the Department.*

**Chm. 260-1, 2 Individual Study 4 or 8 sem. hrs.**

*Members of the Department.*

**Chm. 290-0 Chemistry Seminar** *No credit Required of all chemistry concentrators. Other students are urged to attend. Members of the Department.*

## Faculty

**\*\*Peter George Bowers, Ph.D.** *Professor of Chemistry and Chairman of the Department of Chemistry*  
**Jerry Alan Bell, Ph.D.** *Professor of Chemistry*  
**Phyllis Ambler Brauner, Ph.D.** *Professor of Chemistry*  
**Icjal Sirel Hartman, Ph.D.** *Professor of Chemistry*  
**James Underhill Piper, Ph.D.** *Professor of Chemistry*  
**Leonard Jay Soltzberg, Ph.D.** *Professor of Chemistry*  
**Mae Lucille Beck, Ph.D.** *Associate Professor of Chemistry*  
**Carolyn Gosse Spodick, S.M.** *Special Instructor in Chemistry*

**Nancy C. Reynolds, A.B.** *Secretary for the Department of Chemistry*

## Department of Communications

The concentration in communications offers students a dual preparation in the written word and in the visual media. The courses equip students for careers in book and magazine publishing; newspaper and broadcast journalism; technical writing; public relations; advertising copywriting for print, radio, and television; graphic design for print and the electronic media; and the preparation of scripts and programs for film and video cassettes.

Internships and learning experiences in the various fields of communications are available to students enrolled in all concentrations in communications. In addition, seniors in the communications and the graphic and publishing arts concentrations and in the diploma program create a communications project and carry it through from concept to final production.

### Concentration in Communications

#### Requirements

The sequence of 32 semester hours of required courses in the concentration in communications would normally be taken in the following order:

Com. 320 Communications Media  
 Com. 130 Journalism  
 Com. 131 Article Writing I  
 Com. 340 Copy and Proof  
 Com. 341 Graphic Arts Production  
 Com. 345 Graphic Design  
 Com. 350 Senior Project  
 Com. 250 Independent Study  
                   or  
 Com. 260 Individual Study

In addition to the concentration in communications, each student also selects 32 semester hours in a sequence of courses other than communications. Students may also elect two sequences (totaling approximately 16 semester hours each) in two related subjects approved by the faculties of two departments. Sequences, both single and double, have been prepared in consultation with the various departments of the College. Examples of the possible sequences of courses are language and/or literature; literature and/or art history; art history and/or philosophy; philosophy and/or history; history and/or government; government and/or economics; psychology and/or sociology; and the physical sciences.

Special combinations are tailored to the student's special needs. Students may use these sequences of courses to complement their career objectives or to prepare for further study at graduate school.

### Concentration in Graphic and Publishing Arts

The concentration in graphic and publishing arts, which is offered jointly with the School of the Museum of Fine Arts, prepares students to do graphic design work primarily in print, though individual design objectives can be accommodated. Admission to the concentration is contingent on the acceptance of a portfolio submitted by April 1 of the freshman year.

#### Prerequisites

16 semester hours in the Department of Art:

Art 110 Basic Drawing 8 sem. hrs., preferably taken in the freshman year.

Eight semester hours in printmaking, selected from the following courses, and taken concurrently with Com. 345 and Com. 146:

Art 115 Silk Screen Printing I  
 Art 116 Silk Screen Printing II  
 Art 117 Intaglio Printmaking I  
 Art 118 Intaglio Printmaking II

#### Requirements

36 semester hours in communications, which would normally be taken in the following order:

Com. 320 Communications Media  
 Com. 341 Graphic Arts Production  
 Com. 345 Graphic Design  
 Com. 146 Seminar in Graphic Design (Both semesters)  
 Com. 148 Basic Photography  
 Com. 149 Advanced Photography  
 Com. 350 Senior Project  
 Com. 390 Senior Seminar in Publication

Taken at the School of the Museum of Fine Arts:

Eight semester hours in graphic design  
 Elective: Students may elect one course in drawing, painting, printmaking or film, providing the requirements in the Department of Art have been fulfilled.



### Concentration in Advertising

The concentration in advertising is designed for students who are interested in advertising as a career and who have creative, selling and analytical talents.

The courses in this concentration prepare women for positions in advertising agencies and departments as copy writers, marketing specialists and researchers, media specialists (buying advertising space and broadcast time), graphic production and layout personnel, advertising traffic expeditors, and account executives.

#### Requirements

The sequence of 48 semester hours in advertising (28 in communications and 12 in management, plus an additional eight hours of independent study or internship which must be taken senior year in the Department of Communications) are normally taken in the following order:

Com. 320	Communications Media
Com. 130	Journalism
Com. 136	Advertising Copy Writing I
Com. 137	Advertising Copy Writing II
Com. 340	Copy and Proof
Com. 341	Graphic Arts Production
Com. 345	Graphic Design
Mgt. 127	Dynamics of Management or
Mgt. 128	Business and Its Environment
Mgt. 150	Marketing
Mgt. 163	Marketing Research

Advertising concentrators meet the depth requirement by combining their management courses with an approved sequence of at least 16 semester hours in a subject other than communications or management.

### Concentration in Corporate and Institutional Publishing and Public Relations

The concentration in corporate and institutional publishing and public relations is designed for students interested in business communications and prepares them for positions as editors of employee, customer, and institutional publications, directors of multimedia communications programs, public relations practitioners in business and public service organizations, and specialists in financial and international public relations.

#### Requirements

A total of 32 semester hours in communications, 16 semester hours in management, and four hours in economics, plus eight hours of independent study or internship, which must be taken senior year in the Department of Communications are required for the concentration in corporate and institutional publishing and public relations. Courses are normally taken in the following order:

Com. 320	Communications Media
Com. 130	Journalism
Com. 135	Public Relations
Com. 339	Advanced Public Relations
Com. 138	Editing Publications for Companies and Nonprofit Organizations

Com. 340	Copy and Proof
Com. 341	Graphic Arts Production
Com. 345	Graphic Design
Mgt. 120	Financial Accounting
Mgt. 127	Dynamics of Management or
Mgt. 128	Business and Its Environment or
Mgt. 147	Organizational Behavior or
Mgt. 137	Behavioral Implications for Women in Management
Mgt. 150	Marketing
Mgt. 153	Consumer Behavior or
Mgt. 154	Monetary Management or
Mgt. 156	Personnel Administration or
Mgt. 157	Labor Relations or
Mgt. 158	Stock Market Investments
Eco. 101	Macroeconomics or
Eco. 102	Microeconomics

Public relations concentrators meet the depth requirement by combining their management courses with an approved sequence of at least 16 semester hours in a subject other than communications or management.

### Post-Baccalaureate Program Leading to a Diploma in Communications

This program may be completed in one year on a full-time basis or over a longer period on a part-time basis. It offers graduates of approved colleges whose undergraduate programs have been largely academic the opportunity to do concentrated studies in the basic skills required in editing, publishing, graphic arts, and the new media. Each student's program is planned in consultation with the Department. Candidates who satisfactorily complete such a program are eligible for the Diploma in Communications.

A typical program (32 semester hours) includes the following courses:

Com. 320	Communications Media
Com. 340	Copy and Proof
Com. 341	Graphic Arts Production
Com. 345	Graphic Design
Com. 350	Senior Project
Com. 390	Senior Seminar in Publication
Electives	Eight semester hours

#### Courses

##### Com. 130-1, 2 Journalism 4 sem. hrs.

The discipline of straight, factual writing for the news media. Reporting, features, interviews, editorials, reviews. *Poole, Ball.*

##### Com. 131-1, 2 Article Writing I 4 sem. hrs.

*Prereq.: Com. 130.*

Writing articles for publication. Study and discussion of published material; reading, discussion, and criticism of student work. *Ball, Jenks.*

**Com. 132-2 Advanced Journalism 4 sem. hrs.**

*Prereq.: Com. 130 and consent of the instructor.*

For students interested in news media careers. Spot reporting assignments of actual news events (courts, government, public affairs) with copy deadlines immediately afterwards. Lectures and newsroom practice in copy editing for newspapers, photo editing, page design and typography for newspapers. *Poole.*

**Com. 133-1 Broadcast Journalism 4 sem. hrs.**

*Prereq.: Com. 130 and consent of the instructor.*

Reporting, filming, script writing, film and videotape editing for the broadcast media. Students will go out on actual news and documentary assignments.

**Com. 135-1, 2 Public Relations 4 sem. hrs.**

*Prereq.: Com. 130.*

Institutional public relations and practical training in publicity procedures; analyzing the needs of the client, outlining campaigns, and preparing and placing copy in the print and electronic media. Through workshops, special attention will be given to the application of public relations principles to industrial, educational, and community problems. Students may go into the field on mini-internships or do public relations projects. *Beltz.*

**Com. 136-1 Advertising Copy Writing I 4 sem. hrs.**

Advertising form and style and the writing of advertising copy. Projects and criticism, with some general reading in the theory and practice of advertising. *Bailey.*

**Com. 137-2 Advertising Copy Writing II 4 sem. hrs.**

*Prereq.: Com. 136.*

Problems and practice of writing advertising copy for radio, television, and cable TV. Projects and criticisms with field trips to agencies and broadcast stations. *Bailey.*

**Com. 138-2 Editing Publications for Companies and Nonprofit Organizations 4 sem. hrs.**

*Prereq.: Com. 130 and 135, and consent of the instructor.*

An individual study course for students who look forward to editorial employment in company or institutional publications. Various specialized types of editing and writing the company and institutional newspaper, newsletter, and magazine, the annual report, and personnel handbook. Students will go into the field on mini-internships. *Beltz.*

**Com. 141-1 Public Speaking 4 sem. hrs.**

Preparation and presentation of various types of speeches, including impromptu, extemporaneous, and manuscript. Emphasis on platform speech and delivery, on developing fluency in expressing thoughts in public, and on improving critical listening ability. *Beltz.*

**Com. 142-1, 2 Video Production 4 sem. hrs.**

A laboratory course in basic video production. Students conceive, write, and produce several short video tapes. Course study will include translation of an idea into visual terms: theory of television; orientation to single-camera shooting, half-inch video editing, equipment, light, sound, TV graphics, and scripting. *White.*

**Com. 143-1, 2 Cinematography 4 sem. hrs.**

*Prereq.: Com. 320.*

Instruction in the visual language of film and filmmaking skills. Primary concern for the Super 8 camera and its operation, exploration of lighting, camera placement and editing. Filmmaking assignments, comparative screenings of student work and selected sequences from feature films and shorts. *Greenspan.*

**Com. 147-2 Printing Workshop 2 or 4 sem. hrs.**

*Prereq.: Com. 341.*

An individual project course. Experimentation with type, illustration, and reproduction processes. *Bratton.*

**Com. 148-1, 2 Basic Photography 4 sem. hrs.**

*Enrollment: limited.*

An introduction to photography as visual communication. Basic camera and darkroom techniques, lighting, design, and composition in black and white. Planning and taking of photographs for various types of publications. *Jackson.*

**Com. 250-1, 2 Independent Study 4 sem. hrs.**

The student may do independent study off campus but under the guidance of a faculty member. The student meets with the faculty member at regular intervals for evaluation. *Members of the Department.*

**Com. 260-1, 2 Individual Study 4 sem. hrs.**

Qualified students may pursue writing, publishing, graphic design, photography, production of video tapes, and film-making interests beyond the limits of the listed courses. *Members of the Department and specialists in the field.*

**Com. 270-1, 2 Internship 8 or 16 sem. hrs.**

To qualify for internship, the student must have fulfilled most of her Departmental and/or interdepartmental requirements. (Usually this occurs in the junior year.) The student goes out into the field to gain professional experience by applying theoretical knowledge to practical problems.

**Com. 271-1, 2 Field Experience 4 or 8 sem. hrs.**

This experience is available to the student who has not yet fulfilled most of her Departmental and/or interdepartmental requirements but who wants to learn in the field. Placement is based on the student's background and interest.

**Com. 320-1, 2 Communications Media 4 sem. hrs.**

An introduction to communication arts and theory, involving analysis of media from point of view of communicator. Numerous screenings supplement examples and exercises in film, video, multimedia, and graphic arts. *White.*

**Com. 334-1, 2 Article Writing II 4 sem. hrs.**

*Prereq.: Com. 131 and consent of the instructor.*

For students who have completed Com. 131 and who wish to continue to write articles under instruction. Student meets individually with instructor. *Jenks.*

**Com. 339-2 Advanced Public Relations 4 sem. hrs.**

*Prereq.: Com. 135.*

A seminar in which a major survey or project is undertaken in conjunction with a profit or nonprofit agency in the Boston area. Strong emphasis on oral presentation, internal and external communication within organizations, and case studies. For public relations majors and others interested in organizational communication. *Beltz.*

**Com. 340-1, 2 Copy and Proof 4 sem. hrs.**

Exercises and tests, based on *Words into Type*, to develop a professional attitude towards the problems of language usage and style in the preparation of copy for publication and in the techniques and problems of reading proof. *Wood.*

**Com. 341-1, 2 Graphic Arts Production 4 sem. hrs.**

*Prereq: Basic Computer Appreciation (Chm. 101) or an equivalent course.*

The techniques and processes that convert word and picture copy to the printed page. Emphasis on word processing and digital image technology in the context of more traditional methods. Implications of technology for communications. *Bratton, Smiley.*

**Com. 345-1, 2 Graphic Design 4 sem. hrs.**

*Prereq.: Com. 341.*

Introduction to basic design principles and mechanical skills. Traditional and computerized methods applied to problems in publication and design. *Bratton, Smiley.*



**Com. 346-1, 2 Seminar in Graphic Design 4 sem. hrs.**

*Enrollment: limited to ten.*

Required for concentrators in graphic and publishing arts; elective for students who have had Com. 345 and have demonstrated an interest and aptitude in graphic design. Individual conferences and regular group discussions. A wide variety of design problems, both conceptual and technical, structured to increase professional skills while developing individual design abilities. *Bratton, Smiley.*

**Com. 349-2 Advanced Photography 4 sem. hrs.**

*Prereq.: consent of the instructor.*

Advanced and applied photography in black and white and color with emphasis on craftsmanship, problem solving, and visual communications. Further emphasis is placed on the development of the student's ability to apply creative thinking and contemporary techniques in executing meaningful and effective professional photographs for a wide variety of media and utilization. *Jackson.*

**Com. 350-1, 2 Senior Project 4 sem. hrs.**

*Prereq.: the concentration in communications.*

Each student creates a communications project and carries it from concept to final production. A variety of publishing and graphic arts projects are possible, along with slide shows, film, animation, videotape, photo essay or advertising/public relations campaigns. *Staff.*

**Com. 390-1, 2 Magazine Publishing Seminar 4 sem. hrs.**

*Prereq.: consent of the instructor.*

Students participate in the planning, writing, production, and design of *Simmons Review*, the College's award-winning quarterly magazine. *Loeb.*

## Faculty

**Lynda A. Beltz, Ph.D.** Associate Professor of Communications and Chairman of the Department of Communications

\***Virginia Louise Bratton, S.B.** Professor of Graphic Arts

**Alden W. Poole, S.B.** Professor of Journalism

**Reginald L. Jackson, Ph.D.** Associate Professor of Photocommunications

\***Robert Francis White, M.S.** Associate Professor of Communications

**Deborah Smiley, M.F.A.** Assistant Professor of Graphic Arts

**Margaret Matheny Bailey, A.B.** Lecturer on Advertising Copy Writing

**Charles Herbert Ball, S.M.** Lecturer on Journalism

**Homer Jenks** Lecturer on Article Writing

**Stacey Greenspan, B.F.A.** Special Instructor in Filmmaking

**Margaret A. Loeb, B.S.** Editor of the *Simmons Review* and Special Instructor in Magazine Publishing

**Alden Wood, S.B.** Special Instructor in Editorial Procedures

## Associates 1981-82

**Nancy Axelrad, A.B.** Associate in Multi-Media  
President, N.A. Associates, Pittsburgh

**Richard Bartlett, A.B.** Associate in Book Design  
Director of Publications, The Peabody Museum at Harvard

**Norman Cahners, A.B.** Associate in Business Publishing  
Chairman, Cahners Publishing Company, Inc., Boston

**Muriel Cohen, S.M.** Associate in Educational Publishing  
Education Editor, *The Boston Globe*

**Theodore Conant, A.B.** Associate in Broadcast Media  
Director of Schroder Technology, New York

**Corbin Gwaltney, A.B., D. H. L.** Associate in Educational Publishing

Editor and President, Editorial Projects for Education  
Publisher, *The Chronicle of Higher Education*, Washington, D.C.

**Katherine Marie Heggie, S.B.** Associate in Research  
Hemenway and Barnes, Boston

**Charles M. Helmken, A.M.** Associate in Educational Publishing

Vice President of Special Projects, Council for the Advancement and Support of Education, Washington, D.C.

**Alice Murphy Lavin, S.B.** Associate in Industrial Editing  
Manager, *Management News*, New England Telephone Company, Boston

**Bruce L. Palsner, A.B.** Associate in Video Production  
Vice President, Time, Inc., New York

**Constance Louise Tree, S.B.** Associate in Book Design  
Vice President and Production Manager, Ginn and Company, Xerox Corporation, Lexington

**Dino Griz Valz, A.B.** Associate in Graphic Production  
Formerly Media Director, Sutherland-Abbot Company, Boston

**Dietmar Winkler** Associate in Graphic Design  
Dean of Visual and Performing Arts, Southeastern Massachusetts University

## Department of Economics

### Concentration in Economics

Economics represents a distinct method of inquiry into human behavior and organization. Derived from this analysis is an understanding of the requirements for efficient resource allocation within an economy. *Simmons'* concentration in economics is designed to provide the student with a strong foundation in economic theory and with the opportunity to apply economic principles in a variety of contexts. An increasingly technological, industrialized, and interdependent society places a growing demand upon its members to understand its economic problems and processes. The concentration in economics provides the student with an excellent background for a variety of careers in industry, finance, and government. Moreover, the background provided prepares the student for graduate work in economics, law, business, and public policy.

In addition to providing the opportunity for a solid core study in economics, the Economics Department has a special emphasis in the general area of public policy. Specific policy areas covered by the Department's course offerings include the economics of public welfare and finance, economic analysis of law, health care economics, the economics of industrial organization and regulation, and devel-

\*On sabbatical leave entire year 1981-82.

\*\*On sabbatical leave first semester 1981-82.

opment/international economics. The student's particular course work in economics can frequently be complemented by course offerings in other departments and can be combined with an internship that is specifically designed to allow the student to apply her skills and learning in a professional environment.

### Requirements

Eco. 101 and 102, Principles of Economics, are basic to all subsequent work in this field and should be taken no later than the second year by students considering specialization in economics. Mth. 108 is required of all students taking the straight economics concentration. In addition to Eco. 101, 102 and Mth. 108, 20 semester hours of course work in economics are required for the concentration in economics, as follows:

Eco. 111 Microeconomics  
 Eco. 112 Macroeconomics  
 Eco. Electives: twelve semester hours of additional courses

Normally, concentrators will complete Eco. 111, Eco. 112, and Mth. 108 by the end of the junior year. Eco. 117, Econometrics, is strongly recommended as a course elective for all students concentrating in economics. In addition, economics concentrators are advised that they must complete eight semester hours of independent study after consultation with members of the Department.

### Interdepartmental Concentrations

Students specializing in economics can frequently profit from the study of related fields, such as history, government, sociology, mathematics, and management. The Economics Department cooperates informally with other social science departments in offering courses in the areas of public policy and international relations. Moreover, an increasing number of economics students declare dual concentrations, which the Department encourages.

A formal interdepartmental concentration in economics and mathematics is offered jointly with the Department of Mathematics and administered by the Department of Economics. This specialization has arisen to meet the needs of economics students realizing the increased role of mathematics in economic analysis. Also, for those students with good mathematical aptitude who do not wish to specialize only in mathematics, the interdepartmental concentration in economics and mathematics provides the opportunity to develop a field of applied mathematics.

### Interdepartmental Concentration in Economics and Mathematics

#### Requirements

Eco. 101 and 102, Principles of Economics, are basic to all subsequent work in economics and should be taken no later than the second year by all students considering the interdepartmental concentration in economics and mathematics. Students electing this interdepartmental concentration are required to complete the following additional courses:

### Economics

Eco. 111 Microeconomics  
 Eco. 112 Macroeconomics  
 Eco. 117 Econometrics

### Mathematics

Mth. 138 Probability Theory  
 Mth. 139 Mathematical Statistics  
 Mth. 110 Calculus I  
 Mth. 111 Calculus II  
 Mth. 120 Calculus III  
 Mth. 121 Calculus IV  
 Mth. 124 Linear Algebra

Also required are an independent study requirement of eight semester hours and at least two electives from the economics electives or from Mth. 126, 130 or 146. In addition, Eco. 116 is recommended.

### Courses

#### Eco. 101-1 Principles of Economics—Macroeconomics 4 sem. hrs.

An introduction to the principles and policies determining output, employment, inflation, growth, and the distribution of income in national economies. Analysis of the banking system, money creation, government expenditure and taxation as forces directing aggregate economic activity. Lectures and discussion. *Members of the Department.*

#### Eco. 102-2 Principles of Economics—Microeconomics 4 sem. hrs.

The basic principles governing the behavior of individual firms and consumers in the microeconomy. An introduction to the primary laws of economics through a description of the price system under conditions of free competition, monopoly, and governmental regulation. International trade and balance of payments problems are also examined. Lectures and discussion. *Members of the Department.*

#### Eco. 111-1 Microeconomics 4 sem. hrs.

*Prereq.: Eco. 101, 102.*

Analysis of the theory of decision making at the level of the individual consumer and producer. Utility theory and production theory are developed to give background to demand and supply analysis. The market model is developed to examine efficiency under perfect competition and market failure in the presence of imperfect competition, externalities, and public goods. *Bryan.*

#### Eco. 112-2 Macroeconomics 4 sem. hrs.

*Prereq.: Eco. 101, 102.*

An intermediate course in the theory, measurement, and application of national income and employment concepts, with particular attention to the effectiveness of recent fiscal, monetary, and incomes policies in achieving price stability, full employment, and sustained economic growth. *Sawtelle.*

#### Eco. 116-2 Mathematical Economics 4 sem. hrs.

*Prereq.: Eco. 101, 102; Mth. 110, 111 or consent of the instructor.*

Economic theory and applications from the mathematical standpoint. Topics will be chosen from the areas of optimization, input/output analysis, general economic equilibrium theory, economic planning, welfare economics, social choice, and game theory. *Chatterjee.*



**Eco. 117-1 Econometrics 4 sem. hrs.**

*Prereq.: Eco. 101, 102, 111, 112, Mth. 108 or consent of the instructor.*

The study of economic model building and the observation and measurement of relationships among economic variables; development of principles and techniques of regression analysis with a view toward testing hypotheses generated by economic theory and predicting the future behavior of economic variables; emphasis on constructing econometric models as well as testing their validity. *Tolpin.*

**[Eco. 121-1 History of Economic Thought 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: Eco. 101, 102.*

A topical and chronological survey of the various schools of economic thought, including the pre-Classical, Physiocratic, Austrian, Neoclassical, Institutional, Socialist, Keynesian, and Neo-Keynesian, with special emphasis on the significance of these schools in their application to current economic problems.

**Eco. 142-2 Managerial Economics 4 sem. hrs.**

*Prereq.: Eco. 101, 102.*

This course examines the application of economic analysis to managerial decisions concerning output, market performance, competitive behavior, and production efficiency in profit and non-profit enterprises. Quantitative techniques appropriate to demand estimation, price determination, market share strategies, and resource allocation are utilized in cost-benefit studies of management alternatives. Additionally, market and non-market regulations and public controls are considered in determining the economic environment in which managerial decisions are made. *Sawtelle.*

**Eco. 131-1 Money and Banking 4 sem. hrs.**

*Prereq.: Eco. 101, 102.*

Analysis of the workings of the financial sector of the U.S. economy; emphasis on the portfolio allocation decisions of spending units, the operations of financial institutions and financial markets, and the role of monetary policy as they ultimately affect the level of real economic activity. Current developments in the monetary sector are used to illustrate the theoretical principles developed in the course. *Basch.*

**Eco. 136-2 Public Finance 4 sem. hrs.**

*Prereq.: Eco. 101, 102 or consent of the instructor.*

An examination of the contribution of economics to the theory of government in micropolicy areas. Participants analyze ways in which government may be used to correct for the failure of markets to allocate goods efficiently and/or equitably. Primary topics: rationale for government action, public expenditure analysis, redistribution of income/wealth, collective decision-making (economic theory of politics), government as lawmaker and guarantor of rights, and principles of taxation. *Bryan.*

**Eco. 137-2 Economic Analysis of Law**

*Prereq.: Eco. 102.*

The course examines the role of law in the allocation of scarce goods. The traditional fields of U.S. law are analyzed from two approaches. First, law is studied as a vehicle by which society centrally defines guarantees and limits to the activities of production and exchange and to the distribution of wealth. Second, with the unique perspectives of economics, law is examined as a means for correcting the failure of markets to produce and allocate goods efficiently. Of special interest is the use of law to reduce risk via the specification of liability assignments. *Bryan.*

**Eco. 139-2 Government Regulation of Industry 4 sem. hrs.**

*Prereq.: Eco. 101, 102, or consent of the instructor.*

Analysis of the economic rationale, methods, effects, and potential reforms of governmental regulation of American industry. Specific topics include the regulations designed to control natural monopolies, to restrain competition, to assure the quality of consumer products, to protect the environment, and to improve occupational safety and health. *Basch.*

**Eco. 141-1 Industrial Organization and Antitrust Policy 4 sem. hrs.**

*Prereq.: Eco. 101, 102, or consent of the instructor.*

An analysis of how industrial organization affects the nature and extent of competition among business firms in the United States. Theoretical and empirical perspectives on the determinants of industry structure, on the links between industry structure and firms' conduct, and on the overall performance of American industry. Particular focus on those cases in which structure and conduct are purported to deviate significantly from conditions of perfect competition. Examination of antitrust policy as a means of improving the performance of American industry. *Basch.*

**Eco. 144-1 Economics of Health Care 4 sem. hrs.**

*Prereq.: Eco. 102 or consent of the instructor.*

Application of economic principles to the analysis of health care problems; examination of social and economic aspects of the supply of health professionals with particular emphasis on physicians and nurses; the nature of the demand for health care services and the cost, financing, and distribution of such services; the role of the government—Medicare, Medicaid, national health insurance. *Tolpin.*

**Eco. 146-2 Economics of Labor 4 sem. hrs.**

*Prereq.: Eco. 101, 102, or consent of the instructor.*

An analysis of the labor market considering trends in employment, wage determination and productivity, the impact of automation, the American labor movement, and collective bargaining under unionism. Special emphasis on the role of women in the labor market and minority discrimination. In addition, other labor market distortions will be analyzed with reference to public policy concerning these issues. *Sawtelle.*

**[Eco. 151-1 Urban Economics 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: Eco. 101, 102, or consent of the instructor.*

Economic analysis of urban areas, considering the spatial form of the city, optimal land use patterns, growth, and renewal. Particular emphasis will be placed on the examination of current public policies related to transportation, housing, the provision and financing of public services, and the development of human resources through education and employment.

**[Eco. 171-2 Comparative Economic Systems 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: Eco. 101, 102.*

The historical context of American capitalism, and the validity of our "principles of economics" as a tool for understanding different economic systems, including market-socialism and the Soviet command economy. The economic systems of Japan and China will also be examined.

**Eco. 176-2 Economic Development 4 sem. hrs.**

*Prereq.: Eco. 101, 102.*

Stagnation and growth in emerging economies. The relation of natural resources, population, saving, and capital formation to balanced and unbalanced growth in closed and open systems. Special emphasis on the role of centralized and decentralized decision making in the development process. *Chatterjee.*

**[Eco. 181-2 International Economics 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: Eco. 101, 102.*

Economic principles underlying foreign trade, showing why trade takes place between countries and the mutual gains from such trade. How goods and services are paid for between nations; the effect of trade on prices and production; the balance of payments and the international monetary system. *Chatterjee.*

**Eco. 185-1 New International Economic Order 4 sem. hrs.**

*Prereq.: Eco. 101, 102.*

An historical perspective on the relationship of the U.S. economy to the world economy and the emergence of the New International Economic Order. Topics include the economic development of the Third World, the role of multinational corporations, OPEC, and Eurodollar markets, and the current problems concerning gold, inflation, labor productivity, and the international value of the U.S. dollar. *Chatterjee.*

**Eco. 240-2 Economic Research Seminar 4 sem. hrs.**

*Prereq.: Eco. 101, 102, 111, 112, Mth. 108, and two economics electives.*

This seminar partially satisfies the independent study requirement for economics concentrators. An advanced topic in economics will be investigated by students, with emphasis on developing research skills. Students will engage in independent projects and give written and oral reports on their projects to the members of the seminar. *Members of the Department.*

**Eco. 250-1, 2 Independent Study 4 or 8 sem. hrs.**

*Prereq.: consent of the Department.*

*Members of the Department.*

**Eco. 260-1, 2 Directed Study: Readings and Research 4 sem. hrs.**

*Prereq.: consent of the Department.*

*Members of the Department.*

**Eco. 270-1, 2 Internship Program 8 or 16 sem. hrs.**

*Prereq.: consent of the Department.*

This program is designed to provide the student with a supervised research experience, usually away from the College. The internship makes available a learning experience both alternative to and complementary with formal classroom instruction, and is seen as facilitating the transition between theory and practice. Internship sites include private and public institutions and agencies, and placements are determined by the academic background and interests of individual students. Normally the student will have completed all other concentration requirements prior to an internship. *Bryan.*

## Faculty

**Harriet S. Tolpin, Ph.D.** Associate Professor of Economics and Chairman of the Department of Economics

**Barbara A. Sawtelle, Ph.D.** Associate Professor of Economics

**Donald L. Basch, Ph.D.** Assistant Professor of Economics

**James Bryan, A.B.** Instructor in Economics

**Gautam Chatterjee, M.A.** Instructor in Economics

**Ruth O. Hirsch, A.B.** Secretary for the Departments of

Economics, Government, History, and Sociology

**Rita Oriani** Secretary for the Departments of Economics, Government, History, and Sociology

## Department of Education

The Department of Education offers programs in mainstream classroom teaching and in human services.

### Mainstream Teacher Program

This program provides comprehensive teacher training which, in addition to regular preparation in traditional subject areas, also includes skills in working with special needs students mainstreamed into regular classes.

The program prepares teachers at the following levels:

Preschool teacher (ages 3-6)

Early childhood teacher (K-3)

Elementary teacher (1-6)

Middle school teacher (5-9)

Special subject teacher at the high school or middle school level.

The Mainstream Teacher Program has been designed to comply with new Massachusetts certification requirements which will become effective September 1, 1982. Prior to that date, Simmons College will undergo the Massachusetts program audit process for Interstate Certification Compact approval for several of its programs.

Students who graduate in 1982 may follow the program sequence for either the Mainstream Teacher Program or the program on page 34. All other students will follow the Mainstream Teacher Program.

### Program Descriptions

All education concentrators are required to complete a sequence of courses in three areas:

Area I. Fundamentals of Education in the

Mainstream Classroom (Common Core)

Area II. Subject Matter Field(s)

Area III. Professional Preparation

#### Area I. Fundamentals of Education in the Mainstream Classroom (Common Core)

The following courses are required for all education concentrators:

Edu. 357 Cultural Foundations of Education 4 sem. hrs.

Edu. 358 Organizational Analysis and the Process of Change 2 sem. hrs.

Edu. 359 Curriculum Development and Assessment 2 sem. hrs.

Edu. 360 Teaching Strategies in the Mainstream Classroom 4 sem. hrs.

#### Area II. Subject Matter Field

These courses are chosen from the arts and sciences appropriate to the student's specialization. Requirements are described for each level below.

#### Area III. Professional Preparation

The student chooses curriculum and methods courses, field work, and student teaching appropriate to her level designated below.



### **Preschool Teacher (3-6)**

This program is designed for those who wish to teach preschool-age children. There is currently no Massachusetts certification for this level. Students should check the certification requirements for other states.

In addition to the sequence of courses in Area I. Fundamentals of Education in the Mainstream Classroom (Common Core), students are also required to take courses in Areas II and III below.

**Area II. Subject Matter Field.** The preschool teacher must be familiar with the subject matter of child development, the arts, mathematics, science, social studies, and health.

The following courses are required:

- Psy. 135 Developmental Psychology 4 sem. hrs.
- Psy. 348 Cognitive and Language Development 4 sem. hrs.
- Psy. 349 Social and Emotional Development 4 sem. hrs.
- Ntr. 111 Ecology of Food and Nutrition 4 sem. hrs.

One course in art or music. The following are recommended: Mus. 128, Art 111

One course in mathematics at the appropriate level.  
One of the following courses in the sciences: Bio. 110, Bio. 112, or Chm. 109

Two of the following courses in the social sciences: Soc. 118, 122, 123, 125, 133, 134, 137; His. 119, 157, 159

### **Area III. Professional Preparation**

The following courses are required:

- Edu. 138 Methods and Materials in Early Childhood Education 4 sem. hrs.
- Edu. 108 Issues in Preschool Education 4 sem. hrs.
- Edu. 273 Student Teaching: Preschool Teacher 16 sem. hrs.

### **Early Childhood Teacher (K-3)**

In addition to the sequence of courses in Area I. Fundamentals of Education in the Mainstream Classroom (Common Core), students are also required to take the courses in Areas II and III below.

**Area II. Subject Matter Field.** The early childhood teacher must be familiar with the subject matter of child development, the arts, mathematics, science, social studies, and health.

The following courses are required:

- Psy. 135 Developmental Psychology 4 sem. hrs.
- Psy. 348 Cognitive and Language Development 4 sem. hrs.
- Psy. 349 Social and Emotional Development 4 sem. hrs.
- Ntr. 111 Ecology of Food and Nutrition 4 sem. hrs.

One course in art or music. The following are recommended: Mus. 128, Art 111

One course in mathematics at the appropriate level  
One of the following courses in the sciences: Bio. 110, 112, or Chm. 109

Two of the following courses in the social sciences: Soc. 118, 122, 123, 125, 133, 134, 137; His. 119, 157, 159

### **Area III. Professional Preparation**

The following courses are required:

- Edu. 138 Methods and Materials in Early Childhood Education 4 sem. hrs.
- Edu. 364 Reading and Language Arts 4 sem. hrs.
- Edu. 367 Curriculum and Methods for the Teaching of Elementary School Mathematics 4 sem. hrs.
- Edu. 380 Student Teaching: Early Childhood 16 sem. hrs.

### **Elementary Teacher (1-6)**

In addition to the sequence of courses in Area I. Fundamentals of Education in the Mainstream Classroom (Common Core), students are also required to take courses in Area II and in Area III below.

**Area II. Subject Matter Field.** The elementary teacher must be familiar with the subject matter of elementary education. This includes literature, science, mathematics, the arts, music and social studies, health, and physical education.

The following courses are required:

- One course in literature from either the English Department, Foreign Languages and Literatures Department, or Children's Literature 4 sem. hrs.
- Ntr. 111 Ecology of Food and Nutrition 4 sem. hrs.

One additional science course 4 sem. hrs.

One mathematics course at the appropriate level 4 sem. hrs.

One American History course 4 sem. hrs.

One course from among those listed under Afro-American Studies 4 sem. hrs.

One course in art or music 4 sem. hrs.

In addition, students will choose two or more courses in one of the following: literature, art and music, science, or social sciences.

### **Area III. Professional Preparation**

The following courses are required:

- Psy. 135 Developmental Psychology 4 sem. hrs.
- Edu. 364 Reading and Language Arts 4 sem. hrs.
- Edu. 367 Curriculum and Methods for the Teaching of Elementary School Mathematics 4 sem. hrs.
- Edu. 361 Methods and Materials in Elementary Curriculum 4 sem. hrs.
- Edu. 382 Student Teaching: Elementary Education 16 sem. hrs.

### **Middle School Teacher (5-9)**

Students may prepare to teach in one of two ways at the middle school level; either as a general education middle school teacher or as a middle school teacher in a special subject area such as English or French. The following requirements are for the general middle school teacher. See the program descriptions for Special Subject Teacher for the special subject middle school teacher requirements.

In addition to the sequence of courses in Area I. Fundamentals of Education in the Mainstream Classroom (Common Core), students are also required to take courses in Area II and III listed below.

**Area II. Subject Matter Field.** The middle school teacher must be familiar with the subject matter of middle school education. This includes literature, science, mathematics, the arts, social sciences, health, and physical education.

The following courses are required:

One course in literature from either the English Department, Foreign Languages and Literatures Department, or Children's Literature 4 sem. hrs.

Ntr. 111 Ecology of Food and Nutrition 4 sem. hrs.

One course in mathematics at the appropriate level 4 sem. hrs.

One course in biology 4 sem. hrs.

Two-course sequence in chemistry or physics (Chm. 111 and 112, or Phy. 112 and 113) 8 sem. hrs.

One course in American history 4 sem. hrs.

One course from among those listed under Afro-American Studies 4 sem. hrs.

One course in art or music 4 sem. hrs.

In addition, students will choose additional courses to equal a total of 20 semester hours in one field (literature, social sciences, mathematics, science, art, or music).

### **Area III. Professional Preparation.**

The following courses are required:

Psy. 136 Adolescent Psychology 4 sem. hrs.

Edu. 353 Teaching Basic Skills in a Specialized Subject Area in Middle or High School 2 sem. hrs.

Edu. 354 Seminar and Field Work in a Specialized Subject Area 2 sem. hrs.

One course in curriculum and methods in the high school and middle school teaching of the special subject area. The student will take the course related to the area in which the 20 semester hours were completed.

Edu. 383 Student Teaching: Middle School 16 sem. hrs.

### **Special Subject Teacher: High School (9-12) and Middle School (5-9)**

In addition to the sequence of courses in Area I. Fundamentals of Education in the Mainstream Classroom (Common Core), students are required to take the courses in Area II and Area III below in the selected special subject area.

**Area II. Subject Matter Field.** Special subject teachers at the high school and middle school levels must complete the requirements for a concentration in their subject matter fields. In some areas additional and/or specific courses are required.

**Teacher of social studies:** A concentration in history, government, economics, or sociology is required. In addition, the following courses must be taken:

His. 218 Historic Preservation (Seminar) 4 sem. hrs.

Eco. 101 and 102 Principles of Economics: Macroeconomics/Microeconomics 8 sem. hrs.

Soc. 118 Introduction to Sociological Thought 4 sem. hrs.

One additional course in sociology 4 sem. hrs.

**Teacher of behavioral sciences:** A concentration in either psychology or sociology is required. In addition, the following courses must be taken for the psychology concentrator:

Soc. 118 and 121

Eight semester hours in history

For the sociology concentrator:

Eight semester hours in history

**Teacher of history:** A concentration in history is required.

**Teacher of mathematics:** A concentration in mathematics is required.

**\*Teacher of mathematics and science:** The following courses are required:

Mth. 104, 110, and 111 (four semester hours per course)

Eight semester hours in biology

Eight semester hours in a two-course sequence in chemistry or eight semester hours in a two-course sequence in physics

Eight semester hours in additional mathematics or science courses

**\*Teacher of general sciences:** Completion of 36 semester hours in the sciences is required.

**Teacher of biology:** A concentration in biology is required. (Students concentrating in nutrition must do additional work in biology.)

**Teacher of modern foreign language:** Completion of 36 semester hours in a foreign language concentration, which includes advanced composition and conversation or stylistics. In addition, the student must demonstrate fluency as determined by the Department of Foreign Languages and Literatures before student teaching. Massachusetts certification in-



cludes a state-administered fluency test upon program completion.

*Teacher of English:* Completion of 36 semester hours in the English concentration is required.

### Area III. Professional Preparation

The following courses are required:

- Psy. 136 Adolescent Psychology 4 sem. hrs.
  - Edu. 353 Teaching Basic Skills in a Specialized Subject Area in Middle or High School 2 sem. hrs.
  - Edu. 354 Seminar and Field Work in a Specialized Subject Area 2 sem. hrs.
- One course in curriculum and methods in the high school and middle school teaching of the special subject area, four semester hours.
- Edu. 383 Student Teaching: Middle School 16 sem. hrs.
  - or
  - Edu. 384 Student Teaching: High School 16 sem. hrs.

\*These programs are only available for students interested in the middle school level.

### Secondary and Elementary Programs: Professional Sequence (Available only for Class of 1982)

These programs in teacher training combine a concentration in a subject matter area with a professional sequence of courses designed to introduce the student to education as a profession and to provide her with the expertise to enter it. The professional program consists of the following:

- Edu. 101, Introduction to Education
- Area I Philosophy of Education: The School and Its Social Foundations
- Area II Psychology and Human Development
- Area III Methods, Materials, and Curriculum
- Student teaching and seminar

Elementary education candidates are also required to take one course in American history.

### Secondary Education Program and Concentrations

The professional program must be combined with a *full concentration* in the subject matter to be taught, such as foreign languages, mathematics, or English, or with an interdepartmental program such as American Studies. (See concentration requirements under each departmental statement.) Within the professional program, each student must take the following:

- Edu. 101 Introduction to Education 4 sem. hrs.
- Area I One course, four semester hours
- Area II Psy. 136 Adolescent Psychology or equivalent 4 sem. hrs.  
(Note: Psy. 120 is a prerequisite for all psychology courses.)
- Area III Methods of teaching the subject area, 4 sem. hrs.
- Student teaching and seminar, 16 semester hours
- Total: 32 semester hours

### Elementary Education Program and Concentrations

Each student must take the professional program, which consists of the following:

- Edu. 101 Introduction to Education 4 sem. hrs.
- Area I One course, four semester hours
- Area II Psy. 135 Developmental Psychology 4 sem. hrs.  
(Note: Psy. 120 is a prerequisite for all psychology courses.)
- Area III Edu. 361 Methods and Materials in Elementary Curriculum 4 sem. hrs.
- Edu. 364 Methods of Teaching Reading 4 sem. hrs.
- Edu. 367 Methods of Teaching Math 4 sem. hrs.
- American history, four semester hours
- Student teaching and seminar, 16 semester hours
- Total: 44 semester hours

There are two options for combining the professional sequence in elementary education with other concentrations. They are a

- 1) full concentration with professional program. Students may complete a full concentration in another department as well as fulfill the professional program requirements.
- 2) core concentration with professional program. For those students who do not wish to complete a full concentration in a subject field, a core concentration (described below) may be elected. Within the professional program, each student must take

a.

**English-Social Studies:** Thirty-two semester hours total: 16 semester hours selected from English and 16 semester hours from social studies. Within this program, eight semester hours must be selected from American history and literature courses.

b.

**Mathematics-Science:** Thirty-two semester hours total.

Requirements:

- Mth. 110 and 111 Calculus I and II 4 sem. hrs. each
- Mth. 104 Finite Mathematics 4 sem. hrs.
- Biology eight semester hours
- One of the following:
- Chm. 111 and 112 Introductory Chemistry 4 sem. hrs. each
- Chm. 113 and 114 Principles of Chemistry; Chemistry of the Covalent Bond 4 sem. hrs. each
- Phy. 110 and 111 Introductory Physics 4 sem. hrs. each
- Phy. 112 and 113 Fundamentals of Physics 4 sem. hrs. each

Electives:

Math or science, four semester hours.

c.

**Special Core Concentration:** For those interested in other combinations, including art and music: no fewer than 32 semester hours to be defined in consultation with Education Department adviser.

**Special Education (Available only for Class of 1982)**

This program is only available to students who graduate in 1982. The undergraduate program in special education prepares a student for approval as teacher of school-age children with moderate special needs within the Commonwealth of Massachusetts. The program will meet the requirements in several other states. However, students interested in preparing for such work in another state should consult their state education office to determine the requirements for that state.

The teacher of school-age children with moderate special needs works with children with special needs who require instruction and services outside of the regular classroom for a portion of their day. These are usually provided in a resource room setting or special classroom. The program prepares the teacher to provide each child with the necessary skills to participate in a regular classroom and the community to the fullest possible extent.

The undergraduate special education program is taken concurrently with the program in elementary education. Special education concentrators must meet all the elementary education requirements except that

- 1. a core concentration is not required.
- 2. eight weeks of the student teaching semester is in elementary education. The remainder is in special education.

Therefore, upon successful completion of the program students will be qualified as elementary and special education teachers.

**Senior Year**  
*Fall Semester*

Edu. 327	Speech and Language	2 sem. hrs.
Edu. 328	Delayed Speech and Language: Diagnosis and Referral	2 sem. hrs.
Edu. 344	Individualizing Instruction for Learners with Social-Emotional Problems	4 sem. hrs.
Edu. 352	Special Education: Assessment Techniques and Implementation of Individual Plans	4 sem. hrs.

*Spring Semester*

Student Teaching: 16 sem. hrs.  
Student teaching requirements include eight weeks of teaching all day, five days a week.

For course descriptions in special education, see Area IV.

Each student will also be required to have completed Psy. 135, Developmental Psychology.  
In accordance with state requirements, the Simmons special education program is competency-based. For this reason, in the case of transfer students, credit for course work will not be granted automatically. A student's competence in course work already completed elsewhere will be evaluated by Simmons staff and accepted where indicated.

**Human Services Program**

The program in human services is designed for 1) those preparing for careers of service in those public and/or private agencies concentrating in areas of human service resources, protection, and advocacy; those interested in areas of corrections or in community development and planning; 2) those preparing for graduate work in the social service, social work, or community planning areas; 3) those who for purposes of their general education, wish broad study and internship in the social services.

The program consists of core requirements, an internship, and electives to be planned with the adviser. A total of 40 semester hours is required. Some courses listed have prerequisites.

The program sequence is as follows:

Edu. 130	Introduction to Human Services	4 sem. hrs.
Edu. 312	Human Service Advocacy	4 sem. hrs.
Edu. 137	Growth and Change in Individuals and Families	4 sem. hrs.
or		
Soc. 133	Family and Society	4 sem. hrs.
His. 119	History of the Family	4 sem. hrs.
Edu. 131	The Family, Public Policy, and Social Agencies	4 sem. hrs.
Edu. 290	Internship in Human Services	8 sem. hrs.

**Program Electives:**

In consultation with her adviser, a student will choose three additional electives that reflect her particular interests, one of which must be in Afro-American Studies or another minority culture.

**Sociology-Human Services Interdepartmental Concentration**

The interdepartmental concentration in sociology and human services is designed to combine the study of social behavior and society with the study of social service issues related to the delivery of human services in contemporary society. See page 82 for further information.

**Early Childhood Education (Available only for Class of 1982)**

Early childhood education is designed for those who wish to teach preschool-age children. Students in this field will complete the following course requirements:

Edu. 108	Issues in Early Childhood Education	4 sem. hrs.
Edu. 137	Growth and Change in Individuals and Families	4 sem. hrs.
Edu. 138	Curriculum in Early Childhood Education	4 sem. hrs.
Edu. 273	Student Teaching	12 sem. hrs.
Edu. 312	Human Service Advocacy	4 sem. hrs.
or		
Edu. 131	The Family, Public Policy, and Social Agencies	4 sem. hrs.
Psy. 348	Developmental Psychology II	4 sem. hrs.
Psy. 349	Developmental Psychology III	4 sem. hrs.
Ntr. 111	Ecology of Food and Nutrition	4 sem. hrs.
His. 119	History of the Family	4 sem. hrs.



### **Integrated Concurrent Bachelor's-Master's Program**

This curriculum is planned for: 1) students who are not education concentrators, but also wish to acquire teaching credentials; 2) students who are education concentrators, but wish to combine areas of concentration within the Department (such as elementary education and human services).

It may be completed in five years, or less if a student gains credits by attending summer school or taking five courses. Programs are individually arranged to meet specific needs of students. Students should apply no later than the first semester of the junior year. The two degrees are awarded concurrently after completion of the full program.

**Requirements:** Completion of 36 credits beyond the 128 needed for the B.A. All program requirements for both degrees must be met within the total requirement of 164 credits. (See page 95 for M.A.T. Program description.)

**Graduate Programs in Education:** For information about the Master of Arts in Teaching and the Master of Science in Special Education, see page 95.

### **Courses for Education Concentrators Who Entered Before 1978 and for All Human Services Concentrators.**

Rather than appearing in numerical order, courses are listed consecutively within each area. Areas, in order, are Field Work, Individual Study, and Student Teaching; Philosophy of Education; Psychology and Human Development; Methods, Materials, and Curriculum; Special Education; and Human Services.

### **Field Work, Individual Study, and Student Teaching**

All student teaching will take place within the greater Boston area. Students are responsible for arranging and paying for transportation to and from schools and for locating housing during the College's spring recess, as well as for the additional time involved in the following 18-week dual placement courses: Edu. 271, 272, 274, 275, 277, 380, 477, 480, and 481.

#### **Edu. 260-1, 2 Individual Study 4 sem. hrs.**

By arrangement with individual members of the Department.

#### **Edu. 270-1, 2 Student Teaching: Elementary Education 16 sem. hrs.**

*Prereq.: consent of the Department.*

Each student is assigned teaching responsibilities, under supervision, in one of the elementary schools in the metropolitan Boston area. *Guttentag.*

#### **Edu. 273-1, 2 Student Teaching: Preschool Level 16 sem. hrs.**

The student is placed in a supervised mainstream setting at a day-care center, hospital, or at another preschool. The student learns to assume the responsibilities of a head teacher by learning preparation of materials and methods and procedures of classroom management. The student is expected to demonstrate service to learners who are at different levels of development. The student will be required to keep a journal of practicum experiences, attend weekly seminars, and submit papers. *Guttentag.*

#### **Edu. 274-2 Student Teaching: Elementary Education 8 sem. hrs.**

*Must be taken in conjunction with Edu. 275.*

Each student is assigned teaching responsibilities, under supervision, in one of the elementary schools in the metropolitan Boston area. *Guttentag.*

#### **Edu. 275-2 Student Teaching: Special Education 8 sem. hrs.**

The student is assigned teaching responsibilities in a resource room or a substantially separate class for children with special needs. The student must show effective service with a minimum of seven learners. *Guttentag.*

#### **Edu. 276-1, 2 Student Teaching: Secondary Education 16 sem. hrs.**

*Prereq.: consent of the Department.*

Each student assumes full responsibility, under supervision, for the teaching of at least one secondary school class in her subject-matter field for the entire semester. *Guttentag.*

#### **[Edu. 285-2 Field Work and Seminar: The Schools and the Urban Child 4 sem. hrs. Not offered in 1981-82.]**

A course open to all Simmons students interested in gaining a better understanding of the organizations and institutions which structure the academic experiences of Boston public school children. *Noble.*

#### **Edu. 288-1, 2 Seminar or Field Work in Elementary or Secondary Education 16 sem. hrs.**

*Enrollment: limited.*

Special emphasis on alternative career choices in education. *Members of the Department.*

#### **Edu. 290-1 Internship in Human Services 8 sem. hrs.**

*Noble, Rawlins.*

#### **Edu. 460-1, 2 Individual Study 4 sem. hrs.**

*Enrollment: for graduate students, by arrangement with individual members of the Department.*

#### **Edu. 470-1, 2 Student Teaching: Elementary Education 12 sem. hrs.**

See description for Edu. 270. *Guttentag.*

#### **Edu. 475-1, 2 Teacher of Children with Moderate Special Needs Practicum 8 sem. hrs.**

Placement in school setting with children with moderate special needs. Emphasis on direct service to children within the least restrictive environment. *Guttentag.*

#### **Edu. 476-1, 2 Student Teaching: High School 12 sem. hrs.**

See description for Edu. 384. *Guttentag.*

#### **Edu. 477-2 Student Teaching: Middle School 12 sem. hrs.**

See description for Edu. 383. *Guttentag.*

#### **Edu. 480-1, 2 Elementary or Secondary Education 6 sem. hrs.**

*Must be taken in conjunction with Edu. 481.*

Each student is assigned teaching responsibilities, under supervision, in one of the schools in the greater Boston area. *Guttentag.*

#### **Edu. 481-1, 2 Teacher of Children with Moderate Special Needs Practicum 6 sem. hrs.**

*Must be taken in conjunction with Edu. 480.*

Student is responsible for serving a minimum of seven learners in reading, language, math, and social science areas. This can occur in either a substantially separate classroom or resource room, depending on student's previous field experiences. *Guttentag.*

#### **Edu. 486 Seminar and Independent Study in Home Economics Education (Graduate)**

*Members of the Department.*

### **Area I: Philosophy of Education: The School and Its Social Foundations**

**Edu. 108-2 Issues in Early Childhood Education 4 sem. hrs.**  
A comprehensive view of day care designed to develop an understanding of various day care programs and child care arrangements. A critical evaluation of existing programs for young children in regard to philosophy, facilities, teaching styles, and program management. Weekly seminar on individual observations made in programs in the area serving infant and preschool age groups from a variety of ethnic and cultural backgrounds. *Newsome.*

**Edu. 309-2 Contemporary Issues in the American School and Society 4 sem. hrs.**

An examination of the responsibilities of American education in a rapidly changing society. Conducted primarily by means of case studies. Investigation of a current case during last half of the semester. Designed for those who are not enrolled in education programs as well as for those who are.

**[Edu. 310-2 Sources of Humanistic Education 4 sem. hrs.**  
Not offered in 1981-82.]

Traces the stream of educational thought and practices that emphasize the need to foster each child's unique natural powers of growth. Readings will include works of Plato, Montaigne, Locke, Rousseau, Comenius, Pestalozzi, Herbart, Froebel; some parts of Freud, Isaacs, Piaget, Dewey. Study of certain schools that have put such ideas into practice, with emphasis given to the British primary schools. Individual project. *Smith.*

**[Edu. 314-1 The Teaching of Afro-American and Other Ethnic Groups 4 sem. hrs.** Not offered in 1981-82.]

A course intended to sensitize prospective teachers to methods and attitudes in approaching black children in an urban setting, and to promote a better understanding and appreciation of various subcultures. *Rawlins.*

**Edu. 316-1 Sexism, Racism, and Problems of Multi-Ethnicity in the Schools 4 sem. hrs.**

Exploration of existing conditions in school that encourage stereotyping in regard to sex, class, ethnicity, and race. Study of curricula, print materials, counseling, professional activities, personnel practices, and community expectations. Survey of the literature, court decisions and legislation in these areas. *Noble.*

*The following course is usually offered in the summer program:*

**Edu. 357S Cultural Foundation of Education 4 sem. hrs.**  
*Smith.*

## Area II: Psychology and Human Development

**Note:** Some of the courses that may be chosen to fulfill the Departmental requirement in this area are described under the offerings of the Psychology Department. They are as follows:

Psy. 135 Developmental Psychology  
Psy. 136 Psychology of Adolescence  
(Psy. 120 is prerequisite to both of these courses.)

**[Edu./Psy. 135-1, 2 Child and Adolescent Growth and Development 4 sem. hrs.** Not offered in 1981-82.]  
*Prereq. or concurrent: Psy. 120.*

*The following courses are usually offered in the summer:*

**Edu./Psy. 345S Educational Psychology 2 sem. hrs.**  
*Summer only.*

A study of the implications of psychology for teaching children and adolescents. Special emphasis is placed on cognitive-developmental psychology. Basic text by Sprinthal and Sprinthal, with additional readings in original source materials. Individual presentation. Papers emphasize the integration of theory and practice. *Smith.*

**[Edu./Psy. 441S Developmental Psychology: A Psycho-Social Portrayal of the City Child 4 sem. hrs.** Not offered summer 1981.]  
*Summer only.*

## Area III: Methods, Materials, and Curriculum

**Edu. 138-1 Methods and Materials in Early Childhood Education 4 sem. hrs.**

*Prereq.: Psy. 135 or Psy. 348 and 349 and the Area I sequence.*

A thorough exploration of the subject matter of early childhood programming (ages 3-8), with a focus on the importance of preparing materials and learning techniques to advance the physical, emotional, and cognitive development of young children. Emphasis is on adapting materials and methods to the needs of each child, including those with special needs. Topics to be explored include room arrangement and adaptations, equipment uses, sensory and creative experiences, dramatic play, and language arts. Participation in special workshops and field placement required. *Newsome.*

**[Edu. 161-2 Curriculum and Methods in the Elementary School Teaching of Art, Music, and Physical Education 4 sem. hrs.** Not offered in 1981-82.]

Instructional materials and the specific content, problems, and procedures in the teaching of art, music, and physical education in the elementary schools.

**Edu. 349-1 The New Educational Technology 4 sem. hrs.**

Investigates the use of educational technology at all levels of schooling, both as a support and as an alternative to conventional instruction. Last section of the course will emphasize materials and skills teachers can use to support classroom instruction. Students will create a multimedia project as the final assignment. *Noble.*

**Edu. 350-1 Methods and Materials in Bilingual and Bicultural Education 4 sem. hrs.**

Offered in alternate years; not offered in 1982-83.

Materials and methods in both English and a second language for classrooms subscribing to transitional bilingual and bicultural guidelines.

**[Edu. 356-1 The Nature of Classroom Teaching: The Impact of Urban Life on the Classroom Setting 4 sem. hrs.** Not offered in 1981-82.]

Teaching methods, classroom materials, and lesson organization as applied to the urban classroom. Consideration of appropriate history and philosophy. *Rawlins.*

**Edu. 362-1 Methods of Teaching Art in Elementary and Secondary Schools 4 sem. hrs.**

Creative explorations in methods and materials of teaching art on the elementary and secondary level through lecture, discussion and studio work. Emphasis will be put on developing lessons for the regular classroom with some study of art as therapy with children. *Warshawer.*

**Edu. 366-1, 2 Children's Literature 4 sem. hrs.**

A broad overview of the field of children's literature including historical and contemporary considerations, criticism, and representative works from major genres. *McDonnell.*

**[Edu. 375-2 Curriculum and Methods in the Teaching of Nutrition 4 sem. hrs.** Not offered in 1981-82.]

Selection, organization, guidance, and evaluation of learning experiences in the teaching of nutrition in secondary schools and community agencies. Observations in local schools and other educational institutions.

*Note: All other methods courses are listed under the Mainstream Teacher Program heading.*



## Area IV: Special Education

### **Edu. 319-2 Issues of Mainstreaming in Public Schools and Other Human Service Agencies 2 sem. hrs.**

Emphasis will be placed on developing an awareness that all individuals are human beings with similar emotions, feelings, and problems, rather than on accepting children with special needs as different and, therefore, only in need of special help and sympathy. Consideration will also be given to the means by which the regular class teacher can provide the necessary support for children with special needs. *Van Deusen.*

### **Edu. 326-1 Introduction to Individualizing Instruction: Observing and Recording Learners' Behaviors and Analyzing Tasks 2 sem. hrs.**

An explanation of the regulations of Chapter 766, including an understanding of prototypes, roles and responsibilities of the core evaluation team members, and the stages in the core evaluation process. Skills necessary for a performance-based evaluation culminating in an individualized educational plan will be developed. These will include observing and recording behavior, performing task analysis, and writing behavioral objectives in sequence. *Lates, Mesch.*

**Edu. 327-1 Speech and Language Development 2 sem. hrs.**  
A consideration of normal language development from birth to adolescence. Topics which will be discussed include phonological and syntactic stages, the development of word meanings, as well as some sociological implications for language patterns.

### **Edu. 328-1 Delayed Speech and Language: Diagnosis and Referral 2 sem. hrs.**

*Prereq.: Edu. 327.*

The course will deal with the scope of communication disorders as they occur in childhood. In addition, normal and abnormal processes as they relate to children with developmental and acquired forms of speech and language problems will be discussed. Clinical models for dealing with these problems, which emphasize an interdisciplinary approach, will be presented.

### **Edu. 342-1 Analysis of Behavior: Principles and Classroom Applications 4 sem. hrs.**

Introduction to behavior modification and operant techniques, including clarification of more commonly used terms, with specific reference to application in the classroom. Overview of procedures and practices that have been successful in classroom settings. *Lew.*

### **Edu. 344-1 Individualizing Instruction for Learners with Social-Emotional Problems 4 sem. hrs.**

Survey of literature relevant to the instruction of learners with social-emotional problems in the classroom and developing procedures for individualizing instruction for such learners. *Newsome.*

### **Edu. 352-1 Seminar in Special Education: Assessment Techniques and Implementation of Individual Plans 4 sem. hrs.**

*Prereq.: the concentration in special education.*

Instruction in and application of group management procedures that enable teachers to maintain individualized instruction with groups of learners with special needs. *Gutentag, Van Deusen.*

### **Edu. 404-2 Evaluation of the Consulting Process 2 sem. hrs.**

*Prereq.: the concentration in special education.*

Procedures for evaluating the implemented generic teacher role will be specified and applied. Measures of consulting effectiveness and program management skills will be obtained and evaluated. *Lates, Mesch.*

### **Edu. 424-1, 2 Analysis of Behavior for Regular Classroom Teachers 2 sem. hrs.**

Behavioral techniques based on learning theory, focusing on ameliorating deficit academic and social behaviors by building on behaviors that are existing strengths for the student. The course will include practical application techniques. *Mesch.*

### **Edu. 437-1 Implementation of the Generic Role 4 sem. hrs.**

Procedures for supporting mainstreaming efforts of regular classroom teachers and training regular classroom teachers in special educational skills will be developed, implemented, and evaluated. Readings and case studies related to consultation procedures will be reviewed and adopted for the practicum site. *Lates, Mesch.*

### **Edu. 440-1 Generic Teacher Practicum 1 2 sem. hrs.**

Procedures for supporting and training classroom teachers will be applied in the student's work setting. Service to eligible learners and communication and dissemination activities will be emphasized. *Lates, Mesch.*

### **Edu. 441-2 Developing Basic Competencies, Identifying Eligible Learners, and Implementing Individual Plans 4 sem. hrs.**

Instruction in (1) developing a set of sequenced competencies for use in identifying eligible learners, (2) evaluating special education services in reading, mathematics, and language areas, and (3) developing appropriate educational plans (including adaptation of materials). *Lew.*

### **Edu. 443-2 Generic Teacher Practicum 2 4 sem. hrs.**

Activities include ongoing service to eligible learners; consulting with regular classroom teachers, parents and administrators; obtaining evaluation measures; and long-range planning. *Lew.*

### **Edu. 447 Applied Research in the Competency-Based Service Model 4 sem. hrs.**

*Prereq.: consent of the instructor.*

A thorough review of relevant research in one topic area and the development of research procedures for identifying effective variables in serving eligible learners. The student will prepare a complete research proposal to be implemented during the second year of training. *Mesch.*

### **Edu. 448-2 Developing the Inservice Training Role 4 sem. hrs.**

*Prereq.: consent of the instructor.*

Readings and discussions with the instructor and identified public school administrators, culminating in a written plan for implementing the generic teacher role during the second year of training in the public school setting. *Lates, Mesch.*

### **Edu. 450-1, 2 Individualizing Instruction 2 sem. hrs.**

This course is designed for regular classroom teachers. Skills necessary for a performance-based evaluation, culminating in an individualized educational plan, will be developed. These will include observing and recording behavior, writing behavioral objectives in sequence, and designing and implementing teacher/learning procedures. Students will be required to serve one learner. *Mesch.*

## Area V: Human Services

### **Edu. 130-1 Introduction to Human Services 4 sem. hrs.**

Introduction to the development of human services as a profession. Field work or research in a human services setting. Analysis of skills and conceptual framework of a human service worker.

**Edu. 131-2 The Family, Public Policy, and the Social Agencies 4 sem. hrs.**

Exploration of the impact of education, legislation, technology, and social and political organizations on the mental health of the family. Case studies and/or visits to agencies servicing families, with emphasis on understanding their advocacy roles. Identification of resources to aid families in responding to changes in their environment. Field work required. *Rawlins*.

**Edu. 137-2 Growth and Change in Individuals and Families 4 sem. hrs.**

Study of the individual in relationship to his or her social environment from childhood through old age, with particular reference to his or her context within the family. Stress on the study of formal and informal social support systems as they apply to adults. *Lyman*.

**Edu. 312-1 Human Service Advocacy 4 sem. hrs.**

Focus on the role of the advocate in bringing about beneficial change, either with individuals or in larger social contexts. One day a week of field work in a human service agency required. Readings deal with theories of change, moral development, hierarchy of needs, legal problems, organizational analysis, consumer issues, social policy, etc. Visiting speakers from the field. Papers emphasize integration of theory and practice. *Smith*.

**Mainstream Teacher Program**

**Area I: Fundamentals of Education in the Mainstream Classroom.**

**Edu. 357-2 Cultural Foundations of Education 4 sem. hrs.**

Historical and philosophic study of the major determinants of the school environment: society's expectations, sources of organized knowledge, and the child. Readings from Plato, Rousseau, Locke, and Dewey, the history of American education, and current issues, such as multicultural education and special education. *Smith, Van Deusen*.

**Edu. 358-1 Organizational Design and the Process of Change 2 sem. hrs.**

This course presents theories of organizational and social change as they relate to the public school setting. Students learn the functional relationships within school organization through interpretations of educational law and litigation, role theory, and systems analysis. *Smith*.

**Edu. 359-1 Curriculum Development and Assessment 2 sem. hrs.**

An introductory course in specifying and sequencing instructional goals for school-age students. Basic competency systems will be developed by the student in reading, communication, or mathematics areas. Formal and informal assessment procedures and nonevaluative reporting will be studied. Field work is required. *Guttentag, Rawlins, Van Deusen*.

**Edu. 360-1 Teaching Strategies in the Mainstream Classroom 4 sem. hrs.**

The student will examine a variety of teaching approaches and models in the context of the classroom environment and her own personal value system. Issues addressed will include classroom management, learning styles, curricula, leadership styles, communication, and evaluation. A field work component is included. The principles of applied behavior analysis and other learning theories will be presented. *Rawlins, Smith, Van Deusen*.

**Area II: Subject Matter Fields.** These courses are chosen from the arts and sciences appropriate to the student's specialization.

**Area III: Professional Preparation.**

**Edu. 108-2 Issues in Preschool Education 4 sem. hrs.**

A comprehensive view of day care designed to develop an understanding of various day-care programs and child-care arrangements. Critical evaluation of existing programs for young children in regard to philosophy, facilities, teaching styles, and program management. Weekly seminar on individual observations made in programs in the area serving infant and preschool-age groups from a variety of ethnic and cultural backgrounds. *Newsome*.

**Edu. 353-1 Teaching Basic Skills in a Specialized Subject Area in Middle or High School 2 sem. hrs.**

**Prereq.:** Area I and taken concurrently with subject methods course.

The students will develop a set of sequenced competencies in a basic skill area that will aid a special needs student's participation in a high school or middle school subject area. Each student will develop a plan to implement with one learner in a field setting. *Guttentag, Marolda*.

**Edu. 354-1 Seminar and Field Work in a Specialized-Subject Area 2 sem. hrs.**

**Prereq.:** Area I, taken concurrently with Edu. 353-1.

Students will apply observational techniques in a setting. They will act as teacher's aides a minimum of four hours a week and meet weekly to consider the use of materials, media, and techniques appropriate to the age, developmental stage, special needs, and social, racial and linguistic backgrounds of the learners in the field setting. The learning styles and school settings of middle and high school students will be compared. *Lyman*.

**Edu. 361-2 Methods and Materials in Elementary Curriculum 4 sem. hrs.**

**Prereq.:** Area I.

This course considers methods and materials for elementary curriculum in social studies, science, music, and art, with emphasis on the unit approach to curriculum organization. It will incorporate the use of audiovisual materials, and examine the experimental model and techniques of observation. Field experience required in a mainstreamed classroom. *Snow, Strom*.

**Edu. 364-1 Reading and Language Arts 4 sem. hrs.**

Procedures for assessment and instruction in the specific areas of reading, including readiness skills and methods of decoding. Oral reading and comprehension will also be covered. Examination of grouped and individual classroom teaching formats, as well as identification of procedures for assessment and instruction in written communication. Procedures for teaching children appreciation of and a critical approach to literature, poetry, and creative expression. Students will be expected to do weekly field work in a mainstreamed elementary class. *Guttentag*.

**Edu. 367-1 Curriculum and Methods in the Teaching of Elementary School Mathematics 4 sem. hrs.**

**Prereq.:** Edu. 359, 360.

Consideration of the basic topics of elementary mathematics from contemporary viewpoints. Through lectures and laboratory work, the course reinforces mathematics learning. Examination of varying pupil responses and techniques of instruction. Experience in construction of curriculum units. Field experience in a mainstreamed classroom required for implementation of basic skills competency. *Marolda*.

**Edu. 371-1 Curriculum and Methods in the High School and Middle School Teaching of English 4 sem. hrs.**

**Prereq.:** Area I, taken concurrently with Edu. 353 and 354.

Consideration of issues in the teaching of English on the high school and middle school levels. Selection and justification of content, models of curriculum design, lesson and unit planning, history and structure of English language, and language acquisition theories as applied to teaching. Initial observing and aiding experiences in mainstreamed English classroom at the middle or high school level will be an important part of the course. *Hamlen*.



**Edu. 372-1 Curriculum and Methods of Teaching Modern Foreign Languages at the High School or Middle School Level 4 sem. hrs.**

*Prereq.: course in advanced composition or stylistics, Area I, and must be taken concurrently with Edu. 353 and 354.* Consideration of major pedagogical issues in teaching a modern foreign language with specific attention to theories of language acquisition; the development of listening, speaking, reading and writing skills; selection and justification of content; models of curricular design; and construction of lesson plans and units. Initial observing and aiding experiences in mainstreamed language classrooms will be an important part of the course. *Mitsakos.*

**Edu. 374-1 Curriculum and Methods of Teaching History and the Social Sciences at the High School or Middle School Level 4 sem. hrs.**

*Prereq.: Area I taken concurrently with Edu. 353 and 354.* Consideration of major pedagogical issues in teaching history and the social sciences (economics, government, psychology, and sociology), with specific attention to selection and justification of content, models of curriculum design, modes of inquiry, and construction of lesson plans and units. Initial observing and aiding experiences in mainstreamed social studies classrooms in a middle school or high school class will be an important part of the course. *Lyman.*

**Edu. 376-1 Curriculum and Methods in the Teaching of Middle and High School Sciences 4 sem. hrs.**

*Prereq.: Area I taken concurrently with Edu. 353 and 354.* An introduction to middle and high school science teaching; its specific problems, instructional materials, and teaching techniques. An important component of the course will be observing mainstreamed science classes in the schools. *Fischer.*

**Edu. 378-1 Curriculum and Methods of Teaching Mathematics at the High School or Middle School Level 4 sem. hrs.**

*Prereq.: Area I, taken concurrently with Edu. 353 and 354.* Contemporary issues and problems in the teaching of mathematics on the middle and high school level. Exploration of various curriculum projects and materials, their origins, rationales, and uses. Emphasis on the role of the teacher as a generator of knowledge and curriculum as well as the formulator of instruction. Field experience in a mainstreamed classroom at the middle or high school level will be an important part of the course. *Marolda.*

**Edu. 379-1, 2 Student Teaching: Preschool Education 16 sem. hrs.**

*Prereq.: consent of the Department.* Observation and teaching experience in early childhood programs, communicating with young children, and handling individual and group problems. Teaching experience arranged according to special interests of students at day-care centers, hospitals, and other schools. Seminar accompanies student teaching. *Guttentag.*

**Edu. 380-2 Student Teaching: Early Childhood 16 sem. hrs.**

*Prereq.: consent of the Department.* Each student is assigned teaching responsibilities, under supervision, in a kindergarten, first, second, or third grade. Students who also desire student teaching experience at the preschool level have the option of a split practicum in which eight weeks are spent teaching at a preschool setting and eight weeks in a first, second, or third grade. Students will be required to demonstrate service to learners of varying developmental levels. Weekly attendance at seminars and submission of papers are required. *Guttentag.*

**Edu. 382-2 Student Teaching: Elementary 16 sem. hrs.**

*Prereq.: consent of the Department.* Each student is assigned teaching responsibilities, under supervision, in a mainstreamed elementary classroom in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. *Guttentag.*

**Edu. 383-2 Student Teaching: Middle School 16 sem. hrs.**

*Prereq.: consent of the Department.* Each student is assigned teaching responsibilities, under supervision, in a mainstreamed middle school classroom (in her area of concentration) in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. *Guttentag.*

**Edu. 384-2 Student Teaching: High School 16 sem. hrs.**

*Prereq.: consent of the Department.* Each student is assigned teaching responsibilities, under supervision, in a mainstreamed high school classroom (in her area of concentration) in the metropolitan Boston area. In addition to planning and implementing daily class lessons, students will be expected to develop curriculum materials and to demonstrate service to students who fall short of classroom instructional objectives. Papers and attendance at weekly seminars required. *Guttentag.*

**Faculty**

Kathleen Dunn Lyman, Ed.D. Associate Professor of Education and Chairman of the Department of Education  
John Stuart Robinson, Ed.D. Professor of Education and Dean of Graduate Studies and Social Sciences  
Georgia Theophilis Noble, Ed.M. Professor of Education  
Lydia Averell Hurd Smith, Ed.D. Professor of Education  
B. J. Lates, Ed.D. Associate Professor of Education  
Elizabeth Rawlins, M.S. Associate Professor of Education and Coordinator of the Human Services Program  
Helen Guttentag, M.Ed. Assistant Professor of Education  
††Barbara Harrison, Ed.M. Assistant Professor of Education and Director of the Center for the Study of Children's Literature  
Marvin Lew, Ph.D. Assistant Professor of Education  
Christine McDonnell, M.L.S. Assistant Professor of Education and Acting Director of the Center for the Study of Children's Literature first semester 1981-82  
Debra Mesch, M.Ed. Assistant Professor of Education  
Sheila D. Newsome, M.Ed. Assistant Professor of Education  
Alice Van Deusen, M.Ed. Assistant Professor of Education  
Judith Hummel Fischer, M.A.T. Special Instructor in Education  
Bard Rogers Hamlen, M.A.T. Special Instructor in Education and Field Director of the Jamaica Plain Project  
Maria Marolda, M.A. Special Instructor in Education  
Matilda Mitsakos, B.A. Special Instructor in Education  
Roberta Snow, M.Ed. Special Instructor in Education  
Margot Stern Strom, C.A.S. Special Instructor in Education  
Natalie Warshawer, B.A. Special Instructor in Education

Ruth K. Camm, B.A. Secretary for the Department of Education

Kathleen A. Chiasson, B.S. Secretary for the Department of Education

††On special leave first semester 1981-82.

# Department of English

Concentrations in English, leading to the B.A. degree, are offered either independently or in combination with concentrations in such related areas as history, language, art, communications, or education. Those majoring in English are often intending such a career as teaching, library science, law, editorial work, social work, or an appointment for which a grounding in the humanities is expected. The English concentration provides a wide range of electives, and can prepare the student for graduate study leading to the Master of Arts, the Master of Arts in Teaching, the Master of Philosophy, the Doctor of Arts, or the Ph.D. in English or Comparative Literature. Those who are considering such graduate study should seriously weigh the advantage of taking an honors curriculum in English. Recognizing the concern many students have about the practical uses of an English major, the Department faculty are prepared to advise students about job placement after graduation.

Attention is called to the concentration in American Studies (page 84).

## Requirements for Students Who Entered the College Prior to September 1981

Thirty-six semester hours which the Department advises should be distributed as follows:

- four semester hours of Shakespeare
- eight semester hours from two of the following three areas:
  - ancient classics through the Renaissance
  - seventeenth-century English literature
  - eighteenth-century English literature
- four semester hours of nineteenth-century English literature
- four semester hours of American literature of the period before 1900
- 16 semester hours of other literature courses, which (with Department approval) may include advanced literature courses in a foreign language.

## Requirements for Students Who Entered the College in September 1981 or Later

Thirty-six semester hours, under either the Writing or Literature Option, which the Department advises should be distributed as follows (Note: Honors students must take eight semester hours at the 300 level):

### The Writing Option:

- four semester hours of intermediate composition
- four semester hours of either advanced composition or creative writing
- four semester hours of Shakespeare
- four semester hours of American literature of the period before 1900
- 12 semester hours from three of the following four areas:
  - seventeenth- or eighteenth-century English literature
  - nineteenth-century English literature
  - modern American or Afro-American literature
  - modern English literature

eight semester hours of other literature courses, which (with Department approval) may include advanced literature courses in a foreign language.

### The Literature Option (Students should elect one of the following three tracks):

#### English literature

- 24 semester hours distributed among the following six areas:
  - ancient classics through the Renaissance
  - Shakespeare
  - seventeenth-century English literature
  - eighteenth-century English literature
  - nineteenth-century English literature
  - American literature of the period before 1900
- 12 semester hours of other literature courses, which (with Department approval) may include advanced courses in a foreign language.

#### American literature

- 16 semester hours distributed among the following four areas:
  - Shakespeare
  - American literature, 1620-1865
  - American literature, 1865-1900
  - modern American or Afro-American literature
- 12 semester hours from three of the following four areas:
  - seventeenth-century English literature
  - eighteenth-century English literature
  - nineteenth-century English literature
  - American Studies
- eight semester hours of other literature courses, which (with Department approval) may include advanced literature courses in a foreign language.

#### Comparative literature

- 12 semester hours distributed among the following three areas:
  - ancient classics through the Renaissance
  - Shakespeare
  - seventeenth- or eighteenth-century English literature
- eight semester hours from two of the following three areas:
  - nineteenth-century English literature
  - American literature
  - nineteenth- or twentieth-century comparative literature
- 16 semester hours of other literature courses, which (with Department approval) may include advanced literature courses in a foreign language.
- Independent and individual study (Eng. 250, 255, 260) may be substituted for any of the courses offered in the required areas.

*Note:* With the Chairman's approval, students who entered the College prior to September 1981 may fulfill the degree requirements under either the Writing or the Literature Option.

In consultation with her Departmental adviser, each student is encouraged to choose required and elective courses to extend the range of her familiarity with literature or to explore in greater depth areas of particular interest: historical periods, comparative literature studies, genres, themes, or individual figures.



Although most students will have little difficulty planning their programs within the suggested framework, students who wish to modify it are invited to consult with the English Department Chairman. Such students may want to take greater advantage of the independent study option.

Within the English concentration, the College's independent study requirement can be met in the following ways:

Eng. 250 or 255

appropriate 300 courses, elected after consultation with the instructor regarding their suitability for this purpose

appropriate courses or projects completed in an area other than English.

**Recommendations.** Students concentrating in English should have a competent reading knowledge of at least one foreign language. At least eight semester hours of a foreign language at or above the intermediate level are expected and at least eight semester hours of history, government, art, music, philosophy, or social science above the level of first-year courses.

**Honors in English.** Candidates for honors in English are expected to fulfill College requirements as designated on page 16. Honors in English requires of candidates at least 36 semester hours in courses as listed above, plus Eng. 255, Directed Study: Senior Thesis. Candidates for honors should elect eight semester hours of foreign language *above* the intermediate level and 20 semester hours in distribution in a second language, history, government, philosophy, art or music, or the social sciences. Students intending to continue their specialization in English on the graduate level will find it advisable to take an honors program.

#### **Integrated Four-Year Curriculum for the Concurrent Bachelor's-Master's Degrees in English**

This curriculum is available to students who enter with considerable Advanced Placement credit and thus qualify for an accelerated curriculum to be completed in four years. Adjustments will be necessary on an individual basis depending on the quality and amount of Advanced Placement credit. Other students may wish to take the honors curriculum in English and then proceed to a fifth year here for the Master of Arts degree. In these latter cases, the requirements for the regular master's in English, with appropriate adjustments to the student's undergraduate curriculum, will apply.

**Requirements.** The integrated bachelor's-master's four-year curriculum will require a total of 160 semester hours of work (toward which certain Advanced Placement prematriculation courses may be credited). Upon the satisfactory completion of the requirements, the B.A. and the M.A. will be granted at the same time.

The program will be individually arranged under Departmental supervision, but the student will take *no less* than 52 semester hours of courses offered by the Department. The student should include all the areas advised for the B.A. in English, at least 16 semester hours of which must be courses suitable for master's candidates, and at least four semester

hours of which must be thesis (Eng. 255, Directed Study). In addition, there will be an oral examination on literature in the area or areas in which the student has specialized.

Candidates should elect *at least* eight semester hours in a foreign language *above* the intermediate level and at least 20 semester hours of distribution in courses in the humanities so planned as to constitute a minor in such areas as history, art, philosophy, or music.

During the third year, the student will elect some area of special interest in which she will do her thesis and take whatever courses seem most directly relevant to this interest. The most appropriate fields for this special interest may be in some period or author in areas like American Studies, criticism, and the relations between literature and the arts—that is, areas that are suitable in the regular master's curriculum.

#### **Graduate Programs in English**

For information about the Master of Arts and Master of Philosophy in English, see page 96.

#### **Courses**

Undergraduates should note that *Eng. 100, 101, 102, or 103*, or the equivalent is prerequisite to all other English courses. Undergraduate registration in 300-level courses is ordinarily limited to juniors and seniors unless the course description indicates otherwise. Graduate students may, under advisement, elect any courses needed to supplement or consolidate their undergraduate curriculum, but courses numbered in the 300's are especially suitable for master's candidates. Of the 100-level courses, the following may be particularly appropriate for first- and second-year students, for non-English concentrators, and for students just beginning the study of literature: *Eng. 182, 184, 185, 186, 193, 194, 195.*

#### **The Freshman Program**

Unless specifically exempted, all first-year students take either *Eng. 100, 101, 102, or 103*. In these courses, students receive instruction in composition appropriate to college-level work. In addition, through reading, lectures, discussion, conferences, and written exercises, they become familiar with a selected group of texts intended to assist first-year students in understanding and articulating their own experience in late twentieth-century America. Readings are selected on the basis of their relevance to such topics of general interest as changing perceptions of women, the problem of violence, the experience of victimization, the alienated vision, the uses of the past, and others.

#### **Eng. 100-1 Critical Responses to Modern Literature** *4 sem. hrs.*

For first-year students whose placement tests show unusual ability in English. Discussion of twentieth-century novelists, dramatists, poets, and critics of literature and society. Frequent critical papers. *Members of the Department.*

#### **Eng. 101-1, 2 Reading and Writing** *4 sem. hrs., although the Department may require 8 sem. hrs. of this course.*

For first-year students whose diagnostic tests indicate competence in writing but need for practice in critical thinking. Short critical papers based on reading in a variety of selected texts. *Members of the Department.*

**Eng. 102-1, 2 Composition 8 sem. hrs.,** although the Department may exempt a student upon completion of 4 sem. hrs. For first-year students whose diagnostic tests indicate a need for practice in writing and critical thinking. Discussion of selected texts, short critical papers, and periodic individual conferences with the instructor. *Members of the Department.*

**Eng. 103-0 Composition Workshop 8 sem. hrs.,** although the Department may require an additional semester of *Freshman English.*

For first-year students who need intensive practice in critical reading and writing. The course includes discussion of selected texts, review of basic mechanical skills, and weekly, individual conferences with the instructor. The English Department may recommend the workshop to students whose diagnostic tests indicate they need practice in writing. *Members of the Department.*

### Composition and Creative Writing

**Eng. 105-2 Intermediate Composition: Critical Writing 4 sem. hrs.**

Designed for upperclass students who wish, or need, practice in writing beyond what they have done in Eng. 101, 102, or 103. Frequent critical papers based upon a variety of readings in the short story, the novel, drama, and poetry. *Hirsch.*

**Eng. 106-1 Advanced Composition: Special Projects 4 sem. hrs.**

Designed for students who want to learn more about specific types of expository and technical writing and to develop further their practical skills. There will be a variety of exercises and the opportunity to work on longer individual projects that are either academic or career oriented. Workshop format includes both general discussion and individual sessions with the instructor. *Wittenberg.*

**Eng. 108-1 Creative Writing: Poetry and Short Fiction 4 sem. hrs.**

A course intended both for students who have never written poetry or fiction but would like to try, and for those who have written some but would like to improve. Some structured and some free exercises, both class discussion and individual conferences on student writing, guest visits from writers in the Boston area, some reading of good contemporary verse and prose, advice on how to get writing published. *Barbour, Gullette.*

**[Eng. 109 Advanced Creative Writing 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: consent of instructor.*

For students who have already written a certain amount of verse, fiction, or drama. The course will be limited in size, and the accent will be on individual conferences with the instructor and weekly two-hour group meetings to read and discuss work produced during the semester. Students will be encouraged to submit their work for publication.

*To be offered in 1982-83.*

### Linguistics

**Eng. 391-2 Introduction to Linguistics 4 sem. hrs.**

Linguistics is the study of how we speak, why we arrange words as we do, how these arrangements come into being in our childhood, how language varies over time and space, and how our view of "reality" is greatly determined by how we approach it grammatically. The course will explore the way linguistics impinges on a wide variety of fields and will acquaint students with the basics of the linguistic discipline. *Manly.*

### Introductory Courses

**Eng. 182-1 The Heroic Life: A Seminar in Great Books 4 sem. hrs.**

*Enrollment: limited.*

A discussion of great books which depict the heroic, significant, or symbolic life. The choice of books is flexible, but might include *The Epic of Gilgamesh*, *The Aeneid*, *Beowulf*, *The Song of Roland*, *Gawain and the Green Knight*, Marlowe's *Dr. Faustus*, Goethe's *Faust*, Shakespeare's *Coriolanus*, and Shaw's *St. Joan*. Works not written in English will be read in modern English translation. *David Perry.*

**Eng. 184-1 An Introduction to the Drama 4 sem. hrs.**

This course will trace European drama from its roots in ancient Greece, through its flowering in the Renaissance, and down the various paths it has since taken. Playwrights will include Sophocles, Aeschylus, Shakespeare, Ben Jonson, Molière, Ibsen, Shaw, Chekhov, Tennessee Williams, and Dylan Thomas. Subjects to be examined are drama and religious rite; the varieties of tragedy; comedy, farce, and satire; and political theatre. Some films will also be viewed. *Gullette.*

**Eng. 185-2 An Introduction to English Literature 4 sem. hrs.**

Reading, discussion, and short, directed writing assignments on *Beowulf*, selected *Canterbury Tales* of Chaucer, several plays of Shakespeare, selected works of Swift and Pope, consideration of English Romantic poets (Blake, Wordsworth, Browning), and selected twentieth-century poetry and fiction. *Manly.*

**Eng. 186-1 Introduction to Poetry 4 sem. hrs.**

English lyric poetry from Wyatt to the present. Attention to such subjects as form, style, and convention in relation to the changing nature of experience. *L'Homme.*

**Eng. 193-2 Women in Literature 4 sem. hrs.**

A study of nineteenth- and twentieth-century women writers, including Jane Austen, Charlotte Brontë, Kate Chopin, Virginia Woolf, Maya Angelou, and Margaret Drabble. Emphasis on the changing roles, expectations, and responsibilities of women during this period. *Bromberg, Wittenberg.*

**[Eng. 194 Introduction to the Novella 4 sem. hrs.** Not offered in 1981-82.]

An introduction to literary analysis and technique through a study of the novella or short novel form, using writers such as Lawrence, Kafka, Conrad, Faulkner, James, and Tolstoy. *To be offered in 1982-83. This course alternates with Eng. 174.*

**[Eng. 195 Introduction to the Film as Literature 4 sem. hrs.** Not offered in 1981-82.]

Classic films from around the world will be shown twice, and the class will discuss each film during a two-hour session each week. Films from Japan, France, Italy, Sweden, and Germany will predominate; directors will include Kurosawa, Bergman, Truffaut, Fellini, and Antonioni. Students will learn how to use technical and critical vocabulary drawn from both literary and cinematic criticism, and will keep a running journal of impressions and short essays about the films. *To be offered in 1982-83.*

### English Literature

#### Shakespeare

**Eng. 121-1 Shakespeare 4 sem. hrs.**

Analysis of major plays, with comment on the theater of Shakespeare's London. The class will also see films and attend live performances of Shakespeare plays. *Gullette.*

*See also Eng. 321.*



## Seventeenth Century

**Eng. 131-2 The Age of Donne and Milton 4 sem. hrs.**  
Lectures and collateral reading in the history and background of the age supplement reading and discussion of such figures as John Donne, Sir Francis Bacon, George Herbert, Andrew Marvell, Ben Jonson, Thomas Carew, Thomas Hobbes, and John Milton, in an exploration of what it was like to be human, English, and alive at a time when men were still unsure whether the earth moved or not. *Nitchie.*

[**Eng. 133 Wit and Satire: Shakespeare to Sheridan 4 sem. hrs.** Not offered in 1981-82.]

A study of a variety of satirical and humorous literary achievements, but stressing English and continental stage comedy from 1600-1750. Attention to changing moods of taste, fashion, and wit. Authors to be studied include Shakespeare, Jonson, Molière, Congreve, Pope, Swift, Sheridan, and others. *To be offered in 1982-83.*

**Eng. 332-1 Milton 4 sem. hrs.**

As a radical thinker, as a cabinet minister in a revolutionary government, as a monumental but deeply divided ego, Milton continues (in Robert Frost's phrase) to trouble men with having to take sides. This course involves reading and discussion of Milton's English poetry, with collateral consideration of his other writing and with lectures on English history and culture in the seventeenth century. Seminar papers by the instructor and by the students provide focus for discussion. *Nitchie.*

## Eighteenth Century

[**Eng. 143 The English Novel Through Thackeray 4 sem. hrs.** Not offered in 1981-82.]

The development of the English novel with some eighteenth-century background and emphasis on nineteenth-century masters of the form. Such novelists as Defoe, Fielding, Fanny Burney, Austen, The Brontës, Dickens, and Thackeray. *To be offered in 1982-83. This course alternates with Eng. 154.*

[**Eng. 342 Swift, Pope, and Johnson 4 sem. hrs.** Not offered in 1981-82.]

Intensive study of Swift, Pope, and Johnson against the eighteenth-century background, with emphasis on the development of historical self-consciousness in and about art, and the attendant literary forms of satire, parody, and neo-classical imitation. *To be offered in 1982-83.*

## Nineteenth Century

**Eng. 151-1 English Literature of the Nineteenth Century: The Romantic Period 4 sem. hrs.**

Reading and discussion of Wordsworth, Coleridge, Blake, Keats, Shelley, and Byron, and consideration of their varying efforts to give to their art, especially poetry, a relevant force in responding to a world marked by profound and depressing change. *Nitchie.*

[**Eng. 152 Victorian Poetry and Prose 4 sem. hrs.** Not offered in 1981-82.]

The poetry, fiction, and culture of mid- to late-nineteenth-century Britain: such writers and taste-makers as Tennyson, Browning, Arnold, Dickens, Hardy, and others. *To be offered in 1982-83.*

[**Eng. 154 The English Novel from George Eliot 4 sem. hrs.** Not offered in 1981-82.]

Major English novelists, such as George Eliot, Meredith, Hardy, Virginia Woolf, D. H. Lawrence, and Graham Greene. *To be offered in 1982-83. This course alternates with Eng. 143.*

**Eng. 351-2 Problems in Romantic Literature: The Romantic Poet-Prophet 4 sem. hrs.**

The course will concentrate on the poetry of Blake and Wordsworth and their concepts of Nature, the poetic imagination, and the epic poem. There will be readings from the Bible, Milton, Keats, Coleridge, and Shelley, as well as contemporary critical works on Romanticism. *Bromberg.*

**Eng. 352-2 The Victorian Experience. 4 sem. hrs.**

Readings in Victorian literature—fiction, poetry, and prose by major writers such as Dickens, Hardy, George Eliot, Carlyle, Tennyson, Browning, and Arnold; analysis of the various attitudes and problems that characterize the era and serve as background to twentieth-century literature and thought. *Wittenberg.*

**Eng. 357-2 Masterworks of English Fiction 4 sem. hrs.**

Topic for 1981-82: The English Novel: Form, Style, and Gender. We will test Virginia Woolf's theory of the androgynous mind by comparing novels of Austen, Dickens, Eliot, Hardy, and Woolf herself. Does the creative power of women differ greatly from that of men? Supplementary readings in contemporary feminist thought. *Bromberg.*

## Modern

**Eng. 339-2 Studies in Modern Poetry: T. S. Eliot 4 sem. hrs.**  
Reading, discussion, and seminar reports on Eliot's poems, plays, and critical writings will be supplemented by selective reading in the mass of writing about Eliot, in an effort to assess his importance in the late twentieth century. *Nitchie.*

[**Eng. 387 James Joyce 4 sem. hrs.** Not offered in 1981-82.]  
Close reading of *Dubliners*, *A Portrait of the Artist*, *Ulysses*, and *Finnegan's Wake*, and some minor works. Also, consideration of the major critical approaches to Joyce. *To be offered in 1982-83.*

[**Eng. 389 Modern Anglo-Irish Literature 4 sem. hrs.** Not offered in 1981-82.]

Major works in verse, fiction, and drama by William Butler Yeats, James Joyce, John Millington Synge, and Sean O'Casey. The attempts both to create and to rebel from an ideal of modern Irish literature written in English.

## American Literature

### Literature Before 1900

**Eng. 161-1 Major American Writers 1620-1865 4 sem. hrs.**

The historical and social milieu in which the writers created their works, as well as relationships between nineteenth-century writers (on whom the course will focus) and twentieth-century ones, will be emphasized. Poe will be compared with modern Gothic writers, Emerson and Thoreau with our "counter-culture" critics, Melville with Camus, Frederick Douglass with Martin Luther King, Hawthorne with Robert Lowell. *Sterne.*

[**Eng. 162 Major American Writers 1865-1900 4 sem. hrs.** Not offered in 1981-82.]

Lectures and discussions will emphasize the historical milieu in which the writers created their works, and will make comparisons between American literature of the nineteenth century and both American and European literature of our own time. Emily Dickinson and Denise Levertov, Walt Whitman and Allen Ginsberg, W. E. B. Du Bois and Richard Wright, Kate Chopin and Doris Lessing, Stephen Crane and Ernest Hemingway—these are the kinds of comparisons we shall make in class. *To be offered in 1982-83. This course alternates with Eng. 161.*

**Eng. 163-2 American Literature and Thought at the Turn of the Twentieth Century 4 sem. hrs.**

A study of a selected group of major American fiction writers between 1885 and 1920. Emphasis will be placed on cultural, social, and economic trends that affect the literature that emerges at this time. Readings will include Howells, Dreiser, James, and Wharton. *Grant*.

**Amer. St. 185-1, 186-2 Introduction to American Studies, I and II 4 or 8 sem. hrs.**

*Offered as a year-long course; or either half may be taken separately.*

**Amer. St. 185-1 Part I: The Individual and the Community, 1620-1840 4 sem. hrs.**

Introduces the interdisciplinary nature of American Studies while exploring the individual's relation to his or her community. Lectures and readings in history and anthropology used to analyze historical and personal documents, novels and American art. Topics include seventeenth-century religious heresy and witchcraft hysteria, eighteenth-century religious awakening and revolutionary fervor, and nineteenth-century slavery and the antislavery movement. *Crumpacker*.

**Amer. St. 186-2 Part II: The Individual and the Community, 1840-1970 4 sem. hrs.**

The topic for 1982 will focus on how women have traditionally been neglected in the study of the "American character." When they have been studied, "notable" women were emphasized. This course seeks knowledge of ordinary nineteenth- and twentieth-century women and their relations with their communities. The autobiographical and fictional writings of working women, black and Hispanic women, and rediscovered women writers will be discussed. Tillie Olsen's *Silences* will be read first, and other authors will include Rebecca Harding Davis, Louisa May Alcott, Sarah Orne Jewett, Elizabeth Gurley Flynn, Zora Neale Hurston, Edith Kelley, and Maria Montoya Martinez. *Crumpacker*.

**Eng. 361-1 Classic American Writers 4 sem. hrs.**

Studies in depth, with critical readings, of major nineteenth-century writers (Hawthorne, Melville, Poe, Emerson, and Thoreau) with attention to their contributions to the development of a distinctively American literature. *Douglas Perry*.

**Amer. St. 365-1 Problems in American History and Literature 4 sem. hrs.**

Seminar topic for 1981-82: Cultural and Social History of Boston (special emphasis on nineteenth and early twentieth centuries). Readings will include novels by Hawthorne, Henry James, and J.P. Marquand, and essays and poetry by such writers as Theodore Parker, Margaret Fuller, William Lloyd Garrison, David Walker, Louisa May Alcott, Oliver Wendell Holmes, Jr., and Henry Adams. Attention will be paid to the development of the Boston park and subway systems, public education, the bitterly divisive Sacco and Vanzetti case, and the evolution of Boston as a multi-ethnic city. There will be at least one field trip during the semester. *Sterne*.

**Modern American Literature**

**[Eng. 171 American Literature and Thought in the Twentieth Century 4 sem. hrs. Not offered in 1981-82.]**

The crisis of identity for the modern American writer, as seen in the autobiographical writings of Henry Adams, F. Scott Fitzgerald, Ernest Hemingway, James Agee, John Steinbeck, James Baldwin, Richard Wright, and Norman Mailer. *To be offered in 1982-83. This course alternates with Eng. 172.*

**Eng. 172-1 Modern American Fiction 4 sem. hrs.**

The novels of major American writers from 1900 to the present, including such authors as Edith Wharton, William Faulkner, Ralph Ellison, Saul Bellow, Bernard Malamud, John Hawkes, Robert Penn Warren, and Nathanael West. *Douglas Perry*.

**Eng. 174-2 American Poetry 4 sem. hrs.**

A study of major American poets and the process by which the creation of a self precedes the creation of poetry. Attention to figures such as Whitman, Dickinson, Hart Crane, Marianne Moore, Wallace Stevens, William Carlos Williams, Theodore Roethke, and Robert Lowell. *Douglas Perry*.

**Eng. 176-1 Black Fiction in America 4 sem. hrs.**

A study of selected works of twentieth-century black fiction in America. Analysis of the novels will center on the examination of black literary achievements and the nature of the social and political climates that underlie contemporary literature. Writers will include Toomer, Wright, Baldwin, and Ellison. *Grant*.

**[Eng. 177 Modern American Black Poetry and Drama 4 sem. hrs. Not offered in 1981-82.]**

A study of major themes in black American poetry and drama from 1920 to the present. The course will examine the achievements of black writers in their efforts to develop a cultural literature. Authors to be read will include Langston Hughes, Gwendolyn Brooks, Nikki Giovanni, and Charles Gordone. *To be offered in 1982-83. This course alternates with Eng. 176.*

**Eng. 372-2 Special Topics in Modern Literature: The Other Self: Concept of the Hero in Modern American Fiction 4 sem. hrs.**

Central to the modern American novel is a special type of hero who expresses the issues of the American culture: the American hero as author of himself, as creator of his own heroic persona. As such, he is intensely artificial, and yet embodies the American Dream. The implications of this figure, both literary and societal, will be examined through works by such writers as Faulkner, Hemingway, and Fitzgerald. *Douglas Perry*.

**Eng. 374-1 The Dramatic Imagination in America 4 sem. hrs.**

Examination of several twentieth-century American plays which reinforce the links between the dramatic and literary worlds. Emphasis will be placed on ways in which American literature and thought in this century are expressed through the dramatic imagination. *Grant*.

**Eng. 377-2 Problems in the Contemporary Black Novel in America 4 sem. hrs.**

A study of selected major black fiction writers since 1920 to examine the achievements emerging from the black community, and to analyze and assess difficulties facing black writers and the problems of criticism in an area greatly affected by social, cultural, and political prejudice. Writers will include Toomer, Wright, Baldwin, and Ellison. *Grant*.

**Comparative Literature**

**Classics through Renaissance**

**Eng. 111-2 Greek Mythology and Religion 4 sem. hrs.**

Analysis of the myths surrounding the principal gods and heroes of Greece. Considerable attention given to cult and ritual, archaeological evidence, and analogous myths from Egypt and the Ancient Near East. Readings include the Homeric Hymns, Hesiod's *Theogony*, Homer's *Odyssey*, Ovid's *Metamorphoses*, and selected Greek plays including Aeschylus's *Oresteia*. *David Perry*.

**Eng. 112-1 The Bible 4 sem. hrs.**

The major religious and ethical preoccupations of Biblical writers. Intensive study of Old Testament narrative and New Testament Gospels. As much attention to Old Testament prophecy and poetry and to New Testament letters as time allows. Biblical archaeology and relevant Ancient Near Eastern material are both stressed. *David Perry*.



**Eng. 311-2 The Literature and Myths of the Ancient Near East 4 sem. hrs.**

Discussion of the Babylonian creation myth, the Epic of Gilgamesh, ritual texts, omen texts, and the like. Attention to the history and archaeology of Sumer, Akkad, Babylonia, and Assyria, and to the material as it relates to the Bible. The emphasis, however, will be on literary, mythic, and religious expression. *David Perry.*

**Eng. 315-1 Topics in Early and Middle English Literature: Chaucer and His England 4 sem. hrs.**

The life and times of Chaucer through a close study of his *Canterbury Tales*. Influence of Chaucer on the shaping of English as we now speak it, and the relation of his poetry to themes such as courtly love, marriage, adultery, and knight-hood in the culture of the later Middle Ages. *Manly.*

**Eng. 317-2 Dante 4 sem. hrs.**

Close attention to *The Divine Comedy*. Discussion of the relations between the thought and art of Dante and such background figures as Virgil, Augustine, Boethius, and Aquinas. *L'Homme.*

**Eng. 392-1 Studies in Medieval and Renaissance Literature 4 sem. hrs.**

The course will embrace the following: adversity and regeneration, the nature of political reality, and the origins of the romantic and antiromantic biases. Attention to such figures as Augustine, Chrétien de Troyes, Dante, Machiavelli, Petrarch, Shakespeare, Montaigne, and Cervantes. *L'Homme.*

**Nineteenth and Twentieth Centuries**

**Eng. 183-2 Tradition and Experiment in Modern Theater 4 sem. hrs.**

Discussion and directed short writing assignments on a wide range of playwrights drawn from Continental, English, and American stage, including Ibsen, Shaw, Brecht, Beckett, Pinter, and Albee. Attendance at one or more live productions in the Boston area will be arranged during the semester. Intellectual and cultural background of the modern theatrical scene will be surveyed. *Manly.*

**[Eng. 187 Conflict of Values in Twentieth-Century Literature 4 sem. hrs. Not offered in 1981-82.]**

This course focuses on a major modern literary theme: the conflict between the law, as represented by the courtroom trial, and "justice" or "truth." Classroom lectures will deal to some extent with the history of law and the philosophy of jurisprudence. Readings will include Melville's *Billy Budd*, Kafka's *Trial*, E. M. Forster's *Passage to India*, Mauriac's *Therese*, Camus's *The Stranger*, Brecht's *Caucasian Chalk Circle*, and one additional work. *To be offered in 1982-83. This course alternates with Eng. 196.*

**Eng. 190-1 Nineteenth-Century Russian Literature in Translation 4 sem. hrs.**

A close study of selected nineteenth-century Russian literary masterpieces, with emphasis on Tolstoy's *Anna Karenina* and Dostoevsky's *The Brothers Karamazov*. We will pay special attention to the evolution of male and female Russian character and to the cultural, social, and psychological conflicts of the period. Other authors include Pushkin, Gogol, Lermontov, Turgenev, and Chekhov. *Langer.*

**[Eng. 191 Twentieth-Century Russian Literature in Translation 4 sem. hrs. Not offered in 1981-82.]**

This seminar will focus on problems facing the dissenting writer in a closed society and the techniques he develops for expressing his ideas artistically in spite of these problems. Major emphasis on such literary figures as Blok, Gorki, Babel, Zamyatin, Sholokhov, Andrei Sinyavsky, and Solzhenitsyn, with some attention paid to "nonliterary" dissidents like the Medvedev brothers. *To be offered in 1982-83. This course alternates with Eng. 190.*

**Eng. 196-2 Sex, Love, and Marriage in the Western World 4 sem. hrs.**

This course focuses on various treatments in modern literature of the complex relationships between men and women. We shall read such works as G. B. Shaw's *Mrs. Warren's Profession*, Colette's *The Vagabond*, D. H. Lawrence's *Women in Love*, Francois Mauriac's *Therese*, a novel by Doris Lessing, Simone de Beauvoir's *The Second Sex* (in part), and John Fowles's *The French Lieutenant's Woman*. *Sterne.*

**[Eng. 367 Modern Masters of Literature of the English-Speaking World 4 sem. hrs. Not offered in 1981-82.]**

A comparative seminar study of the works of no more than two major figures of the nineteenth or twentieth century. *To be offered in 1982-83. This course alternates with Eng. 384.*

**[Eng. 381 Studies in Realism and Naturalism 4 sem. hrs. Not offered in 1981-82.]**

The transformation of the romantic image into the symbol; the crossing of the arts of literature and painting; and the character of the various types of experimentalism will be discussed. *To be offered in 1982-83.*

**Eng. 382-2 English and Continental Literature Since World War I 4 sem. hrs.**

Cubism in literature. Attention to such figures as Pirandello, Gide, Valéry, Stevens, Joyce, Kafka, Eliot, Malraux, Beckett, and Ionesco. *L'Homme.*

**Eng. 383-1 Studies in the Novel 4 sem. hrs.**

Theme for 1981-82: The Rise and Fall of the Heroic Imagination. Focusing on major works by Stendhal (*The Red and The Black*), Dostoevsky (*Crime and Punishment*), Melville (*Moby Dick*), Henry James (*Portrait of a Lady*), Faulkner (*Absalom, Absalom!*), and Saul Bellow (*Herzog*), with supplementary readings in Byron and Nietzsche, we will explore attempts by various characters to move beyond the ordinary limits of freedom and responsibility and to dominate their environments in fantasy and in fact. *Langer.*

**Eng. 384-2 Literature and Society 4 sem. hrs.**

Topic for 1981-82: Children and Adolescents (Caucasian, Black, and American Indian) in modern literature. Readings will include Henry James's "The Pupil," Oliver La Farge's *Laughing Boy*, Henry Roth's *Call It Sleep*, Richard Wright's *Black Boy*, J. D. Salinger's *Catcher in the Rye*, Carson McCuller's *Member of the Wedding*, Doris Lessing's *Martha Quest*, and Carolina Maria de Jesus' *Child of the Dark*. *Sterne.*

**Eng. 385-2 Special Topics in Literature 4 sem. hrs.**

Topic for 1981-82: Love and the Imagination. An examination of the novelist's vision of the experience of loving: how it develops, is sustained, or fails. Authors to be studied include D. H. Lawrence (*The Rainbow* and *Women in Love*), Lawrence Durrell (*The Alexandria Quartet*), Doris Lessing (chiefly *Stories*), and John Updike. *Langer.*

**[Eng. 394 Modern Literary Criticism 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: for undergraduates, consent of the instructor.*

A review of different methods of modern criticism—social, psychological, philosophical, and ethical—applicable to literature and other arts.

**Contemp. St. 300-2 The Holocaust: Victims and Survivors 4 sem. hrs.**

An exploration of the verbal, historical, psychological, and literary problems one encounters when trying to discuss, describe, or evaluate the Holocaust experience. In addition to analyzing several short films (*Ambulance*, *Memorandum*, *Night and Fog*), we will examine works by Elie Wiesel, Primo Levi, Viktor Frankl, Terrence des Pres, Tadeusz Borowski, Jerzy Kosinski, Nelly Sachs, and Charlotte Delbo. We will be especially concerned with ways of evoking the survival experience in the deathcamps, and with interpreting the implications of that experience. *Langer*.

**C. L. 410 Introduction to Folklore and Oral Tradition 4 sem. hrs.**

Course will familiarize students with a relatively new discipline which studies and collects popular, orally-transmitted versions of story, song, proverb, legend and the like in particular cultures, both sophisticated and primitive. The course will examine selected collections of this material, scholarly theory about it, practical folklore collecting experiences, and the influence of folktale forms in a range of adult and children's literature. *Manly*.

**Independent Study**

**Eng. 250-1, 2 Independent Study 4 sem. hrs.**

*Prereq.: consent of the instructor.*

Intended for students who wish to investigate a particular area of literary study or to undertake a particular project in creative writing under the direction of an instructor. Regular conferences. *Members of the Department*.

**Eng. 255-0 Directed Study: Senior Thesis 4 sem. hrs.**

*Members of the Department*.

**Eng. 260-1, 2 Individual Study 4 sem. hrs.**

*Prereq.: consent of the instructor.*

Intended for students with substantial knowledge of a particular area of literary studies who wish to do advanced work in that area. Conferences as needed. *Members of the Department*.

**Eng. 400-1, 2 Directed Study: Graduate Level 4 sem. hrs.**

The following courses are not offered in 1981-82:

- Eng. 188 The Modern Continental Novel
- Eng. 312 Humanism in Greek Literature
- Eng. 321 Studies in Shakespeare

**Faculty**

Charles Edmund L'Homme, Ph.D. Professor of English and Chairman of the Department of English

\*\*David George Gullette, Ph.D. Professor of English

William J. Holmes, Ph.D. Professor of English

Lawrence Lee Langer, Ph.D. Professor of English and Alumnae Professor

George Wilson Nitchie, Ph.D. Professor of English

David Scott Perry, Ph.D. Professor of English

Richard Clark Sterne, Ph.D. Professor of English

Floyd Barrington Barbour, A.B. Associate Professor of English

William Michael Manly, A.M. Associate Professor of English

John Douglas Perry, Ph.D. Associate Professor of English and Coordinator of Freshman English

\*\*Pamela Starr Bromberg, Ph.D. Assistant Professor of English

Judith Bryant Wittenberg, Ph.D. Assistant Professor of English

Robert Henry Grant, A.M. Instructor in English

Wylie Sypher, Ph.D., Litt.D., L.H.D. Lecturer in English

Shirley Katz Davis, M.Phil. Special Instructor in English

Mary Jean Demaso, A.M. Special Instructor in English

Corinne Hirsch, Ph.D. Special Instructor in English

Terry Kuhlmann, B.A. Special Instructor in English

Kimberly M. McChesney, M.A. Special Instructor in English

Diane Pelczar, B.A. Special Instructor in English

Frances H. Thompson Secretary for the Department of English

**Department of Foreign Languages and Literatures**

Courses are offered in French, German, Russian, and Spanish, at different levels, to enable the student to strengthen her command of languages already studied or to begin the study of an additional foreign language. These courses are planned so that the student learns to speak and understand, as well as to read and write, with increasing facility and accuracy. As a student becomes familiar with a particular language, an understanding of the nature of language in general is developed. By studying literary works in the original language, a student acquires an ability to read with enjoyment and full comprehension. Also, she develops knowledge of the intellectual and social history of the people who speak the language. Moreover, the knowledge and experience obtained in the critical reading of the major works of foreign literature permanently extend the range of a student's resources in the humanities and provide a means and taste for developing them further.

A student may elect courses in a foreign language and literature as part of her liberal education or she may select foreign language as her field of concentration with some career objective in mind. A student may combine the special study of foreign language with diverse fields of concentration in career areas; for example, in the social sciences, in science, or in other fields within the humanities. A concentration in French or Spanish when combined with a concentration in the humanities, social sciences, or management may prepare the student for careers in government service at home and abroad, employment as a translator for publishers or international agencies, technical positions with international business firms, or graduate study. If a student wishes to teach foreign languages in secondary schools, she may combine the concentration in French or Spanish with the appropriate concentration in education.

The field of international business offers excellent opportunities for women with a good command of a language who are interested in business and/or management. Because the opportunities are so diverse, the Department strongly recommends that students interested in international business con-

\*\*On sabbatical leave first semester 1981-82.

\*\*On sabbatical leave second semester 1981-82.



sult with the members of the Foreign Language and Management Departments. See the description of the international management concentration on page 59.

Students who wish to study or work abroad must achieve competence in all basic language skills. Students planning for further study in graduate school need to acquire reading proficiency in one or more languages to fulfill the requirements of many graduate programs.

Placement of students who have not studied foreign languages at Simmons College is determined on the basis of tests given by the Department.

## Concentration in French

### Requirements

At least 32 semester hours distributed among the following courses in language and literature, to be selected *after consultation with the Departmental adviser*. No more than two courses in the Department given in English may be credited toward the concentration.

- Frn. 240 Spoken French
- Frn. 245 Conversation and Composition
- Frn. 248 The French Press
- Frn. 298, 299 Major French Writers
- Frn. 300 French Civilization
- Frn. 301 French Cultural Myths and Traditions
- Frn. 330 Advanced Conversation and Composition
- Frn. 335 Stylistics
- Frn. 340 French Literature of the Middle Ages
- Frn. 347 The Theater of the Seventeenth Century:  
Corneille, Molière, Racine
- Frn. 355 The Age of Enlightenment
- Frn. 365 The Nineteenth-Century Novel
- Frn. 370 Baudelaire and Symbolism
- Frn. 382 The Poet and Society
- Frn. 385 The Modern Novel
- Frn. 386 French Cinema and Modern Theater
- Frn. 390 Gide, Sartre, Camus
- Frn. 395 Seminar: Special Topics in French

**Recommendations.** Proficiency in a second foreign language beyond the intermediate level is strongly recommended for all French concentrators.

**Honors in French.** Candidates for honors in French are expected to fulfill College requirements as designated on page 16.

- Frn. 290 Directed Study: Senior Thesis

## Concentration in Spanish

### Requirements

At least 32 semester hours distributed among the following courses in language and literature, to be selected *after consultation with the Departmental adviser*. No more than two courses in the Department given in English may be credited toward the concentration.

- Spn. 235 Conversational Skills: Spanish for the Professions
- Spn. 240 Spoken Spanish
- Spn. 245, 247 Conversation and Composition
- Spn. 300 Advanced Conversation and Composition

- Spn. 325 Spanish Civilization
- Spn. 327 Hispanic-American Cultural History
- Spn. 330 Migrant in the City: Field Work Seminar  
on Puerto Rican Culture
- Spn. 335 Revolution in Latin America: Mexico and Cuba
- Spn. 341 Introduction to the Literature of Spain
- Spn. 346 Introduction to the Literature of Latin America
- Spn. 372 Twentieth-Century Hispanic Drama
- Spn. 376 Spanish Literature at the Turn of the Century
- Spn. 380 The Contemporary Latin American Novel
- Spn. 384 Cervantes
- Spn. 386 Hispanic Cinema
- Spn. 395 Special Topics in Spanish

**Recommendations.** Proficiency in a second foreign language beyond the intermediate level is strongly recommended for all Spanish concentrators.

**Honors in Spanish.** Candidates for honors in Spanish are expected to fulfill College requirements as designated on page 16.

- Spn. 290 Directed Study: Senior Thesis

It is also possible to arrange a joint concentration in French and Spanish through the OPEN Program. See page 15.

### Foreign Study Program

Students may be granted credit for the satisfactory completion of a prescribed program in a duly recognized foreign study program provided each individual proposal is recommended by the school or department concerned, and approved by the Foreign Study Adviser and the Administrative Board. Those considering language study should explore the possibilities as early as possible to assure adequate preparation.

### Independent Study

Each semester the Department offers students the possibility for independent study (Frn. 250, Spn. 250) in areas of the student's interest. Those intending independent study should consult well in advance with the instructor concerned.

### Graduate Programs in French and Spanish

For information about the Master of Arts in French and Spanish, see page 97.

## Courses

### French

**Frn. 101-1, 102-2 Elementary French I and II 4 or 8 sem. hrs.**  
*Prereq. for Frn. 102: Frn. 101 or approval of the Department.*  
Study of the essentials of French syntax, vocabulary, and pronunciation in order to read, speak, and write simple French.

**Frn. 201-1 Intermediate French I 4 sem. hrs.**  
*Prereq.: Frn. 102 or approval of the Department.*  
An intensive review of grammar, oral practice, and reading of modern French texts of graduated difficulty.

**Frn. 202-2 Intermediate French II 4 sem. hrs.**  
*Prereq.: Frn. 201 or approval of the Department.*  
Continuation of Frn. 201.

**Frn. 210-1, 2 Advanced Intermediate French 4 sem. hrs.**  
*Prereq.: Frn. 201 or approval of the Department.*  
Development of competency in language skills through grammar review, readings, and discussions.

**Frn. 240-1 Spoken French 4 sem. hrs.**  
*Prereq.: Frn. 202 or 210 or approval of the Department.*  
Intensive semester course for students of superior aptitude in French language. Two class meetings a week and four hours of individual oral-aural practice in language laboratory. *Newman.*

**Frn. 245-1 Conversation and Composition 4 sem. hrs.**  
*Prereq.: Frn. 202 or 210 or approval of the Department.*  
Concentration, with individual assistance, on pronunciation, enunciation, and intonation, and drill in the everyday French idiom to gain facility and correctness of expression. Individualized readings as a basis for oral and written reports on aspects of French civilization. *Keane.*

**Frn. 248-2 The French Press 4 sem. hrs.**  
*Prereq.: Frn. 202 or 210 or approval of the Department.*  
Examination and study of the French press. Materials to be used are newspapers and periodicals from the entire political spectrum. Analyses, oral presentations, directed discussions and short papers on varied subjects of topicality and substance. *Mackey.*

**Frn. 250-1, 2 Independent Study 4 or 8 sem. hrs.**

**Frn. 260-1, 2 Individual Study 4 or 8 sem. hrs.**

**Frn. 290-0 Directed Study: Senior Thesis 4 sem. hrs.**

**Frn. 298-1 Major French Writers 4 sem. hrs.**  
*Prereq.: Frn. 202 or 210 or approval of the Department.*  
Introduction to the techniques of close reading and *explication de texte*. Thematic study of selected genres from the Age of Chivalry, the Renaissance, the Classical period, and the Age of Enlightenment. Emphasis will be placed on the theme of love. Works by such authors as Chrétien de Troyes, Rabelais, Montaigne, Ronsard, Pascal, Madame de Lafayette, Corneille, Racine, Molière, Diderot, and Voltaire. *McKeen.*

**Frn. 299-2 Major French Writers 4 sem. hrs.**  
*Prereq.: Frn. 202 or 210 or approval of the Department.*  
Introduction to methods of literary analysis and criticism through a study of representative works of modern French literature. Special attention will be given to the romantic revolt and the emergent literary schools of the nineteenth and twentieth centuries. Selected works from such authors as Rousseau, Hugo, Balzac, Baudelaire, Rimbaud, Flaubert, Zola, Proust, Gide, Mauriac, Sartre, Camus, Genêt, and Beckett. *McKeen.*

**Frn. 300-1 French Civilization 4 sem. hrs.**  
The role of France in a changing world. Historical, geographical, economic, social, and cultural factors that have shaped the France of today and are preparing the France of tomorrow. Given in English. *Newman.*

**[Frn. 301-1 French Cultural Myths and Traditions 4 sem. hrs.**  
Not offered in 1981-82.]  
Introduction to French culture. Survey of traditional French values, some of which are reflected in selected literary works, and their relationship to individual and institutional patterns of behavior. Conducted in English.

**Frn. 330-2 Advanced Composition and Conversation 4 sem. hrs.**  
*Prereq.: Frn. 245, 248, or approval of the Department.*  
An intensive study of the art of written expression through frequent exercises in writing narrative and critical prose, combined with oral work designed to assure fluency in the spoken language. *Keane.*

**[Frn. 335-2 Stylistics 4 sem. hrs.** Not offered in 1981-82.]  
*Prereq.: Frn. 245, 248, or approval of the Department.*  
A study of French on the level of personal and aesthetic expression. Students will be encouraged to develop greater variety and sensitivity in their own writing through analyzing passages from major French prose writers and translating passages from modern American and British writers.

**Frn. 340-1 Heroic Epic and Courtly Romance 4 sem. hrs.**  
*Prereq.: Frn. 202 or 210 or approval of the Department.*  
The ideal of courage and loyalty, as expressed in epic poems like the *Song of Roland*, and the ideal of courtesy and love, found in romances like *Lancelot* and *Yvain*, dominated French (and European) literature during the Middle Ages; and their influence extends to our own day. In this course, medieval values will be examined through a number of representative works, which will be read in modern French. *Keane.*

**Frn. 347-2 Seventeenth-Century Literature 4 sem. hrs.**  
*Prereq.: Frn. 202 or 210 or approval of the Department.*  
Moral and aesthetic perspectives of the "splendid century," with special emphasis upon the classic theater: Corneille, Racine, Molière. Attention will be given to the social and cultural milieu in which French classicism came to maturity. *Keane.*

**Frn. 350-1, 2 Graduate Independent Study 4 or 8 sem. hrs.**

**[Frn. 355-1 The Age of Enlightenment 4 sem. hrs.** Not offered in 1981-82.]  
*Prereq.: Frn. 202 or 210 or approval of the Department.*  
A chronological study of the *esprit philosophique* of the Enlightenment, together with a study of other currents of eighteenth-century thought and culture, such as sentimentalism, neoclassicism, preromanticism. Emphasis on the *conte philosophique* and the emergence of the novel and decline of the theater as literary genres.

**Frn. 360-1, 2 Graduate Individual Study 4 or 8 sem. hrs.**

**Frn. 365-2 The Nineteenth-Century Novel 4 sem. hrs.**  
*Prereq.: Frn. 202 or 210 or approval of the Department.*  
The development of the novel from preromanticism through romanticism, realism, and naturalism. Selected texts from such authors as Chateaubriand, Stendhal, Balzac, Flaubert, les Goncourt, Zola, Huysmans, and Proust. *McKeen.*

**[Frn. 370-2 Baudelaire and Symbolism 4 sem. hrs.** Not offered in 1981-82.]  
*Prereq.: Frn. 202 or 210 or approval of the Department.*  
The image of the artist from poet-seer to dandy; a study of major developments in French literature during the second half of the nineteenth century. Background in romantic satanism and the Parnassian aesthetic as related to the *fin de siècle* mentality. Emphasis on the poetry of Baudelaire, Rimbaud, and Mallarmé and the influence of symbolism on theater and the novel. Selected works by such authors as Nerval, Leconte de Lisle, Lautréamont, Verlaine, Laforgue, Villiers de l'Isle Adam, Zola, Huysmans, Gide, Maeterlinck.

**Frn. 382-1 The Poet and Society 4 sem. hrs.**  
*Prereq.: Frn. 202 or 210 or approval of the Department.*  
The role of the poet from Villon to surrealism: theory, practice, and impact. Emphasis on the reforms and innovations of the *Pléiade*, the philosophical verse of Voltaire, the lyric revival of the Romantic movement, and the political orientation of the surrealists. *McKeen.*



**[Frn. 385-1 The Modern Novel 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: Frn. 202 or 210 or approval of the Department.*

The main movements in the French novel starting with Proust, including Gide, Bernanos, Mauriac, Sartre, Malraux, and the leading authors of the *nouveau roman*, such as Butor, Robbe-Grillet, Sarraute.

**Frn. 386-2 French Cinema and Modern Theater 4 sem. hrs.**

The French film from about 1930 to 1970 and French theater from the turn of the century to the present. The class will view a number of films and (if possible) several plays. Representative plays will also be read. Through the study of particular creators (authors and directors), attention will be given to the problems associated with each form of imaginative representation and to the aesthetic and social climate in which the plays and films were first produced. Given in English. *Ishikawa.*

**[Frn. 390-2 Gide, Sartre, Camus 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: Frn. 202 or 210 or approval of the Department.*

The major themes of modern French literature and a study of existentialist thought as seen in the works of three authors. Emphasis on the recits of Gide, the plays of Sartre, and the novels of Camus.

**[Frn. 395-2 Seminar: Special Topics in French 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: Frn. 202, 210 or approval of the Department.*

A seminar that examines special problems, genres, or authors according to faculty and student interest. Topics to be announced.

## German

**Ger. 101-1, 102-2 Elementary German I and II 4 or 8 sem. hrs.**

*Prereq. for Ger. 102: Ger. 101 or approval of the Department.* Intensive oral-aural practice. Study of grammar essentials. Reading of elementary texts. *Fleischmann.*

**Ger. 201-1 Intermediate German I 4 sem. hrs.**

*Prereq.: Ger. 102 or approval of the Department.*

Continued oral-aural practice. Intensive grammar review. Introduction to German civilization through reading modern texts of graduated difficulty. *Fleischmann.*

**Ger. 202-2 Intermediate German II 4 sem. hrs.**

*Prereq.: Ger. 201 or approval of the Department.*

Continuation of Ger. 201. *Fleischmann.*

**[Ger. 245-1 Conversation and Composition 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: Ger. 202 or approval of the Department.*

For students wishing to increase their proficiency in the oral and written use of German. Class discussion and oral reports based on short stories by modern German authors. Includes a brief review of grammar, exercises in vocabulary building, and structural analysis of selected passages.

**Ger. 248-1 The Press of Business 4 sem. hrs.**

*Prereq.: Ger. 202 or approval of the Department.*

An introduction to business concepts and terminology. Selected newspaper readings will provide information on social and economic infrastructures of the four major German-speaking countries. The course will explore some of the perspectives from which these countries view their own, as well as the international economy. Of special interest to students majoring in international management, but designed to include students with no specific business career objectives. *Fleischmann.*

**[Ger. 300-2 Advanced Reading, Conversation and Composition 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: Ger. 245 or approval of the Department.*

Close examination of literary and nonliterary texts; continued oral-aural practice through discussions and reports.

**Ger. 325-2 Modern German Literature in Translation 4 sem. hrs.**

This course discusses literature written in German from 1945 to the present. It is structured around certain central themes: the war experience; "de-nazification" and the question of collective guilt; hopes and conflicts in the early Republic (in the west); the trials of Stalinism (in the east); the economic prosperity and its price; the question of alliances; cultural changes during the 60s and 70s; and the current social scene. Authors include Brecht, Borchert, Böll, Celan, Grass, Frisch, Walser, Johnson, Lenz, Alchinger, Bachmann, Wolf, and Plenzdorf. Open to all students. Students who wish to receive language credits are expected to read some of the texts in the original and to submit papers in German. *Fleischmann.*

## Russian

**Rus. 101-1, 102-2 Elementary Russian I and II 4 or 8 sem. hrs.**

*Prereq. for Rus. 102: Rus. 101 or approval of the Department.* Drill in grammar, vocabulary, translation, and simple conversation to give a basic knowledge of Russian that can be extended according to interest or need. *Mamikonian.*

**Rus. 201-1 Intermediate Russian I 4 sem. hrs.**

*Prereq.: Rus. 102 or approval of the Department.*

Review and completion of basic syntax correlated with reading of graded prose and periodical literature. Continued practice in writing and intensive work on vocabulary and idiomatic command of language. *Mamikonian.*

**Rus. 202-2 Intermediate Russian II 4 sem. hrs.**

*Prereq.: Rus. 201 or approval of the Department.*

Continuation of Rus. 201. *Mamikonian.*

**[Rus. 245-1 Advanced Russian 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: Rus. 202 or approval of the Department.*

Intensive reading and translation.

**Rus. 247-2 Russian Civilization 4 sem. hrs.**

A survey of the principal currents in pre-Soviet cultural history as seen through the arts, literature and social development. Given in English. *Mamikonian.*

**Rus. 250-1, 2 Independent Study 4 or 8 sem. hrs.**

**Rus. 260-1, 2 Individual Study 4 or 8 sem. hrs.**

## Spanish

**Spn. 101-1, 102-2 Elementary Spanish I and II 4 or 8 sem. hrs.**

*Prereq. for Spn. 102: Spn. 101 or approval of the Department.* Intensive oral practice combined with elements of grammar and the reading of modern literary texts.

**Spn. 201-1 Intermediate Spanish I 4 sem. hrs.**

*Prereq.: Spn. 102 or approval of the Department.*

An intensive review of grammar, oral practice, and reading of twentieth-century texts of graduated difficulty. Prepares for all 200-level Spanish courses.

**Spn. 202-2 Intermediate Spanish II 4 sem. hrs.**

*Prereq.: Spn. 201 or approval of the Department.*

Continuation of Spn. 201.

**Spn. 210-1, 2 Advanced Intermediate Spanish 4 sem. hrs.**

*Prereq.: Spn. 201 or approval of the Department.*

More intensive than Spn. 201 or 202, this one-semester course offers a complete review of grammar and analysis of contemporary Hispanic texts. Emphasis on student-led discussions, group activities and writing practice to increase proficiency. Fulfills language requirement. *Cohen.*

**Spn. 235-1 Conversational Skills: Spanish for the Professions 4 sem. hrs.**

*Prereq.: approval of the Department.*

The goal of this course is to increase fluency in Spanish while improving the students' vocabulary, especially that which is needed in professional situations (health care, nutrition, bilingual education, social work, business). Class will consist of theater scenes, improvisations and discussions. A tape program, recordings of songs, public readings and speeches, plays and night club routines will introduce phonetic differences in the language as well as accustom students to the Spanish which is spoken throughout the Hispanic world. Consent required. Students may take either Spn. 235 or Spn. 240. *Treacy.*

**Spn. 240-2 Spoken Spanish 4 sem. hrs.**

*Prereq.: approval of the Department.*

Intensive oral-aural practice, with emphasis on the language used in daily life. For those who wish to perfect pronunciation and increase fluency in Spanish. *Cohen.*

**Spn. 245-1 Conversation and Composition 4 sem. hrs.**

*Prereq.: Spn. 202, 210, or approval of the Department.*

Intensive semester course for students majoring in Spanish or wishing to increase their proficiency in the oral or written use of the language. Texts will be present-day Spanish and Latin American newspapers and magazines. *Ferguson.*

**[Spn. 247-2 Conversation and Composition 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: Spn. 202, 210, or approval of the Department.*

Intensive semester-long course for students majoring in Spanish or wishing to increase their proficiency in the oral and written use of the language.

**Spn. 250-1, 2 Independent Study 4 or 8 sem. hrs.**

**Spn. 260-1, 2 Individual Study 4 or 8 sem. hrs.**

**Spn. 290-0 Honors Seminar in Spanish 4 sem. hrs.**

Directed Study: Senior Thesis.

**Spn. 300-2 Advanced Conversation and Composition 4 sem. hrs.**

*Prereq.: Spn. 245, 247, or approval of the Department.*

An intensive course designed to stress both written and oral expression in the language. A discussion of the finer points of grammar and some work in stylistics will be included. Texts will be selected from works by contemporary authors. *Hall.*

**[Spn. 325-1 Spanish Civilization 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: Spn. 202, 210, or approval of the Department.*

An introduction to the major European artistic currents and their impact on Spain. Spanish literature and art as a response to political and social change.

**Spn. 327-1 Hispanic-American Cultural History 4 sem. hrs.**

*Prereq.: Spn. 202, 210, or approval of the Department.*

An introduction to the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, with an emphasis on Mexico, Peru, and Argentina. Special attention given to the historiography of the conquests of Mexico and Peru; Bolivar and the generation of 1810; the consequences of the Spanish-American War of 1898; and the Mexican Revolution of 1919. *Ferguson.*

**Spn. 330-2 Migrant in the City: Field Work Seminar on Puerto Rican Culture 4 or 8 sem. hrs.**

*Prereq.: approval of the Department.*

Class meetings detail the Puerto Rican life experience and complement placements in Boston's Spanish-speaking community (arranged at bilingual schools, social service centers, government agencies, hospitals, etc.). Open to non-majors. Conducted in English. Can provide the context for an internship. *Cohen.*

**Spn. 335-2 Revolution in Latin America: Mexico and Cuba 4 sem. hrs.**

*Prereq.: juniors, seniors, and graduate students only.*

The artist's view of history through the novel, film, mural, and poster art. Mexico: betrayed hope of the revolution. Cuba: the difficulty of adapting to social change. Given in English with readings available in both English and Spanish; however, concentrators and M.A. students in Spanish must do reading in Spanish to receive credit toward concentration. *Treacy.*

**Spn. 341-1, 342-2 Introduction to the Literature of Spain 4 or 8 sem. hrs.**

*Prereq.: Spn. 202, 210, or approval of the Department.*

Critical readings of masterpieces by the major writers of Spain. Introduction to the main trends of Spanish literature and thinking, with emphasis on periods of significant interest: the Golden Age (341); the twentieth century (342) and their impact on Western literature. *Cohen, Krow-Lucal.*

**[Spn. 346-1 Introduction to the Literature of Latin America 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: Spn. 202, 210, or approval of the Department.*

Critical readings of masterpieces by the major writers of Latin America. Introduction to the main trends in Latin American literature and thought, with emphasis on periods of significant interest: the *cronistas* and the colonial era, the nineteenth and twentieth centuries.

**Spn. 350-1, 2 Graduate Independent Study 4 or 8 sem. hrs.**

**Spn. 360-1, 2 Graduate Individual Study 4 or 8 sem. hrs.**

**[Spn. 372-1 Twentieth-Century Hispanic Drama 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: Spn. 202, 210, or approval of the Department.*

Readings of plays by major contemporary playwrights of Spain and Hispanic America, with critical discussion of the stylistic and social concerns that link these writers.

**[Spn. 376-1 Spanish Literature at the Turn of the Century 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: Spn. 202, 210, or approval of the Department.*

Spain's defeat in the Spanish-American War (1898) compelled intellectuals to confront their country's history and traditional ideals as well as to consider possible routes to national regeneration. The course will examine artists' personal responses to the crises: the re-evaluation of the past and the adaptation of European values. Among the writers to be studied are Unamuno, Machado, and Valle-Inclán.

**[Spn. 380-2 The Contemporary Latin-American Novel 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: Spn. 202, 210, or approval of the Department.*

Thematic and stylistic study of the works of Juan Rulfo, Carlos Fuentes, Alejo Carpentier, Julio Cortazar, Mario Vargas Llosa, and Gabriel Garcia-Marquez.

**Spn. 384-1 Cervantes 4 sem. hrs.**

*Prereq.: Spn. 202, 210, or approval of the Department.*

The originality and impact of Cervantes' fiction. Partial emphasis on Don Quixote within the context of Cervantes' other works as well. *Cohen.*

**[Spn. 386-2 Hispanic Cinema 4 sem. hrs. Not offered in 1981-82.]**

Spanish and Latin American film from the 1930s to the 1970s. An examination of the relationship of artistic, literary and political movements to film. A study of film structure and methods, including philosophy and stated intentions of individual film makers. Readings will include film scripts, film criticism, and source novels. Given in English.



**Spn. 395-1 Seminar: Special Topics in Spanish** 4 sem. hrs.  
*Prereq.:* Spn. 202, 210, or approval of the Department.  
 The fall semester will be devoted to the topic "Women Writers of Spain: Twentieth Century." The seminar will study women writers of twentieth-century Spanish literature who, though equal in importance to their male contemporaries, have been neglected by critics until very recently. Background readings concerning the social and economic status of Spanish women in this century will provide a framework for discussion of such literary techniques as characterization and point of view. Most of those discussed will be writers of prose fiction, with special attention given to Catalan writers who publish in Castilian (C. Laforet, M. Salisachs, A.M. Molx, E. Tusquets). *Krow-Lucal.*

## Faculty

- \*\*\***Raquel Halty Ferguson, Ph.D.** Assistant Professor of Spanish and Chairman of the Department of Foreign Languages and Literatures  
**James L. V. Newman, A.M.** Professor of French, Foreign Study Adviser, Coordinator of the OPEN Program, and Acting Chairman of the Department Second Semester 1981-82  
**Charles R. Mackey, Ph.D.** Professor of French and Dean of Humanities  
**Don H. McKeen, Ph.D.** Professor of French  
**Louise G. Cohen, Ph.D.** Associate Professor of Spanish  
**Susan M. Keane, Ph.D.** Associate Professor of French  
**Helen Mamikonian, A.M.** Associate Professor of Russian  
**Nancy A. Hall, Ph.D.** Assistant Professor of Spanish  
**Wayne K. Ishikawa, Ph.D.** Assistant Professor of French  
**Martha G. Krow-Lucal, Ph.D.** Assistant Professor of Spanish  
**Mary Jane Treacy, Ph.D.** Assistant Professor of Spanish  
**Fritz Fleischmann, Cand. Phil.** Instructor in German

**Krisjann Slauson, A.B.** Secretary for the Department of Foreign Languages and Literatures

## Department of Government

The Departmental requirements in government provide the student with a grounding in political theory, international relations and comparative and American government, and allow her to choose an additional eight semester hours in the concentration, depending on her special interest. In addition, the requirement of a basic course in economics is deemed essential for an understanding of modern governmental problems. Students with such a preparation can avail themselves of the numerous opportunities for governmental service at the federal, state and local levels by the taking and passing of qualifying examinations administered by the various governments. Graduate work in government, for which this concentration is a preparation, usually involves a specialty in one particular area of government and, depending on the graduate school, a reading knowledge of two modern languages. Students are advised to consider courses in the

Mathematics Department since some understanding of statistical methods is strongly recommended for those interested in government employment, law, or graduate work in political science.

A limited number of juniors specializing in government are eligible to be considered for attendance at the Washington Semester of the American University, Washington, D.C. Students not concentrating in government are also eligible for consideration provided they have had some background in the field. Ordinarily the student will attend American University in the first semester of the junior year and must discuss plans for the Washington Semester with her adviser early in the sophomore year. This plan is unique since it provides students with the opportunity to obtain practical experience in government and to complete a major project. The Department also has an arrangement with the Washington Center for Learning Alternatives whereby one student per semester may take an internship in Washington, D.C. for credit. In addition, the Department encourages students to engage in political studies abroad.

Students in the Department are encouraged to undertake research projects based on work experiences in government offices at the national, state, or urban level, during either the summer or regular term time. Several internships are also available in organizations with international relations. These experiences become the basis for fulfilling the independent study requirement, and students are encouraged to select their courses in anticipation of this independent work.

## Concentration in Government

### Requirements

The requirements of the concentration in government have been kept to a minimum so that students may take courses in other areas of interest related to the study of politics. Students interested in a career in the social sciences, either in government or in teaching at any level, are advised to elect at least one course in each of the other social sciences in addition to government.

- Gov. 121 American National Government  
 Gov. 123 Classical and Early Modern Political Theory  
 or  
 Gov. 124 Political Theory During the Last Two Centuries  
 Gov. 134 Comparative Politics  
 Eco. 101, 102 Principles of Economics  
 Gov. electives Eight semester hours

The degree requirement of eight semester hours of independent study or senior seminar may be met by Gov. 250, Gov. 270, Gov. 280, any seminar offered by the Department, or an appropriate seminar in another department approved by the Department. These eight semester hours are in addition to the 20 semester hours required in government.

**Honors in Government.** An honors program is offered to qualified students who fulfill the College requirements (as designated on page 16), and who

\*\*\* On sabbatical leave second semester 1981-82.

have at least a B average in government.

In addition to the courses listed above, an honors candidate is also required to complete satisfactorily Gov. 290, Directed Study: Senior Thesis, and a four-semester hour government elective in political theory.

## Courses

**Gov. 121-1 American National Government 4 sem. hrs.**  
Analysis of the institutional development of American national government, emphasizing the Presidency, Congress, and the Supreme Court. Special attention to the political process, parties, pressure groups, and the bureaucracy. *Miles.*

**Gov. 123-1 Classical and Early Modern Political Theory 4 sem. hrs.**  
The central themes and principles of classical political thought. Christian variations on the classical themes, and the nature of the rationalist break with that thought during the Renaissance and the Enlightenment. Among the philosophers considered: Plato, Aristotle, Hobbes, Locke, and Rousseau.

**Gov. 124-2 Political Theory During the Last Two Centuries 4 sem. hrs.**  
The main tendencies in political thought during the last two centuries, in particular the underlying principles of the historical, positivist, and existential schools of thought, concluding with an examination of the principles underlying the behavioral and social sciences today.

**[Gov. 125-1 Politics of Education 4 sem. hrs. Not offered in 1981-82.]**  
Role of urban education and industrial development in the United States. Philosophies of education and models of efficiency as applied to education.

**Gov. 126-1 Black Political Theory in the Twentieth Century: Seminar 4 sem. hrs.**  
Political themes that emerge in the literature and practice of blacks in the diaspora. This development will be viewed in relation to the rise of nationalism as an organizational method in the Third World.

**[Gov. 127-1 Racism and Reform 4 sem. hrs. Not offered in 1981-82.]**  
Participation of blacks in major reform movements in the United States. Particular emphasis on reforms of the twentieth century. Response of reform movements to the needs of blacks and the poor.

**Gov. 130-2 Dependency and Underdevelopment 4 sem. hrs.**  
Historical analysis of rise and transformation of capitalism; how this development has shaped the relations between the West and the Third World. Theories of development and change.

**Gov. 132-1 International Relations 4 sem. hrs.**  
The nation state as the unit of international relations; the elements which give substance to the foreign policy of the nation state; the limitations of international law, organization, and opinion on actions of nation states; the essential policies of major powers; problem areas in the present-day world, and problems such as disarmament, atomic energy, and world trade. *Miner.*

**Gov. 133-2 International Organization 4 sem. hrs.**  
An introduction to the process of international organization from the Concert of Europe to the present, with particular emphasis on the United Nations, NATO, and the European Common Market. *Miner.*

**Gov. 134-2 Comparative Politics 4 sem. hrs.**  
An introduction to the study of governments other than the United States. Governments selected for study include Great Britain, West Germany, Mexico, and China. *Miner.*

**Gov. 138-2 Soviet Politics 4 sem. hrs.**  
An examination of the Soviet political system. Particular attention will be paid to the role of the Communist party in policy-making and the relationship of the party to the state. In addition, the development and future of the Soviet political system will be considered. *Miner.*

**Gov. 140-1 Public Administration 4 sem. hrs.**  
*Enrollment: not open to freshmen.*  
Basic principles, practices, and problems of administrative organization and management in modern American governmental units. *Miles.*

**Gov. 147-2 Women and the Law 4 sem. hrs.**  
*Enrollment: not open to freshmen.*  
Using the case method, the course will deal with sex-based discrimination and the range of problems with which recent court decisions have been concerned such as equal rights, women in the labor force, educational opportunities, family law, taxation, and laws affecting rape. *Miles.*

**Gov. 148-2 Constitutional Law: The Modern Court 4 sem. hrs.**  
*Prereq.: Gov. 121.*  
Analysis of the decisions of the Supreme Court in the last two decades with emphasis on those cases dealing with civil, political, and social questions. Consideration of the Warren Court and its impact on American government and society. *Miles.*

**Gov. 149-2 The Making of American Foreign Policy 4 sem. hrs.**  
*Prereq.: consent of the instructor.*  
Students will be expected to become familiar with the forces in our society that have a significant impact on our foreign policy and the machinery of decision-making in foreign affairs. Examination of American policies will include not only what these policies are but also what policy changes might profitably be made. *Miner.*

**Gov. 154-2 Problems in Urban Politics 4 sem. hrs.**  
Historical evaluation of development of cities. Discussion of informal political processes which link informal demands to formal institutional process; emphasis on political parties, interest groups (particularly ethnic trends). Evaluation of impact of urban programs: schooling, welfare, housing, etc.

**[Gov. 158-1 Causes of War: Seminar 4 sem. hrs. Not offered in 1981-82.]**  
A study of the various theories of the causes of war. These theories will be applied to selected case studies in order to identify the factors which lead to conflict between states. Particular attention will be paid to the coming of the war between Japan and the United States in 1941. *Miner.*

**Gov. 159-1 Advanced Seminar in International Relations: National Security Affairs 4 sem. hrs.**  
*Prereq.: Gov. 132 or Gov. 133.*  
An examination of military weapons and strategy and their role and impact on policy and international relations. Emphasis on contemporary strategy, including nuclear deterrence and arms control. Current issues, such as the Strategic Arms Limitation Talks (SALT), the MX missile, and European defense arrangements will also be explored. *Miner.*



**Gov. 160-2 American Presidency: Seminar 4 sem. hrs.**

*Prereq.: Gov. 121.*

A consideration of the American Presidency focusing each year on a different topic; there will be readings, discussions, and a term paper which will be researched and discussed in the seminar. *Miles.*

**Gov. 250-1, 2 Independent Study Credit to be arranged.**

*Prereq.: consent of the Department.*

Open to students in government wishing to do advanced work with a member of the Department. *Members of the Department.*

**Gov. 270-1, 2 Internship 8 or 16 sem. hrs.**

*Prereq.: consent of the Department.*

*Members of the Department.*

**Gov. 280-1, 2 Field Work 4 or 8 sem. hrs.**

*Prereq.: consent of members of the Department.*

For students in government who engage in supervised on-the-job experience in some government agency, or with a political office holder or office seeker.

**Gov. 290-1, 2 Directed Study: Senior Thesis 4 or 8 sem. hrs.**

Required for honors in government. Includes oral examination. *Members of the Department.*

## Faculty

**Deborah Nutter Miner, Ph.D.** Assistant Professor of Government and Chairman of the Department of Government

**Carroll French Miles, Ph.D.** Professor of Government

**Ruth O. Hirsch, A.B.** Secretary for the Departments of Economics, Government, History, and Sociology

**Rita Oriani** Secretary for the Departments of Economics, Government, History, and Sociology

## Department of History

Courses in history, whether they lead to a concentration in the subject or are taken to enrich a general education, prepare students for careers as teachers, reference librarians, archival researchers, professional historians, lawyers, or government officials. While many of these professional activities require further study in graduate school, others can be entered directly upon receipt of a bachelor's degree. Courses taken individually provide insights into the contemporary world situation and also into human experience in general.

*Students electing a concentration in history alone may specialize in any one of its various fields. Other students may choose to combine courses in history with those in another department and construct for themselves, either according to pre-established guidelines or independently, a concentration specifically directed toward their particular goals. The Department recommends that first-semester freshmen who are considering a concen-*

*tration in history take as their first course either His. 100 or 140. For nonconcentrators who wish to study history for the purpose of educational enrichment, the Department recommends that they select from the following: His. 100, 115, 116, 120, 121, 127, 140, 157, or Afro-American Studies 110.*

### Concentration in History

The concentration in history is composed of 32 semester hours of history courses integrated in such a way as to provide academic work in a range of periods, geographical areas, and cultural contexts. Within broad guidelines, the courses may be chosen with a minimum of prescription.

### Requirements

American history Eight semester hours  
Modern European history Eight semester hours  
Ancient or medieval history Four semester hours  
African or Afro-American history Four semester hours  
Specialization (to be arranged in consultation with the Department) Eight semester hours

Beyond the concentration, the student must fulfill the College requirement of eight semester hours of independent study, four of which may be satisfied within the 32 semester hours of the concentration. Ordinarily, the independent study requirement is fulfilled by concentrators with a course in historiography, and another history course in which a substantial amount of independent study is included, or by student teaching in history. This latter course should be selected in consultation with the course instructor and the student's Departmental adviser. Students must declare how they will fulfill the independent study requirement before the end of their junior year.

### Interdepartmental Concentrations

Students who choose to develop a concentration by combining courses in history with courses offered by another department should discuss their plans early in their college career with their adviser and the chairmen of the departments involved. Some combinations have been worked out by the faculty, such as the American Studies concentration. A student may, for example, use this as a model for proposing a personalized concentration in European Studies. Another combined concentration which can be used as a model is that in history-secondary education. Other fields that lend themselves to such combinations with history are English, foreign languages and literatures, economics, government, sociology, and philosophy. This list is not intended to be restrictive; at the student's initiative, combinations with any department will be evaluated as a possible basis of a concentration. Another possible combination permits fulfilling requirements for the Master of Arts in Teaching degree (see requirements as stated on page 95), along with those leading to the B.A. Although the ordinary expectation is that the M.A.T. requires a fifth year of courses, with careful planning and effective advisement that time may be shortened.

While registration in certain courses is limited, all courses are available to properly qualified students.

Graduate students may, under advisement, elect any courses offered by the Department, but courses numbered in the 200's are especially suitable for master's degree candidates, as well as for advanced undergraduates.

**Honors in History.** An honors program is offered to qualified students who are eligible according to the College requirements as designated on page 16. An honors candidate is required to complete satisfactorily His. 255, Directed Study: Senior Thesis. This course, along with a course in historiography, fulfills the College's independent study requirement. The honors program, although open to any qualified student who is concentrating in history, is especially recommended to students who intend to pursue their study of history or a related subject in graduate school.

**Special Topics in History.** The Department periodically offers special courses not normally covered in the curriculum. These courses are designed to survey specified geographical areas and topics, and will be regularly rotated with the objective of providing more diverse coverage of regional and national histories. They will generally be offered one time only and will require no prerequisite courses.

## Courses

### General Courses

**His. 100-1 History of Western Civilization: Medieval to Modern (1000-1715) 4 sem. hrs.**

The "first Europe" was a cosmopolitan and creative society ultimately organized around religion. This course studies its creation in the middle ages, its flowering in the days of knighthood, cathedrals, and poets, its culmination in the glories of the Renaissance, and its disintegration during and after the Reformation. Slides, movies, papers, and discussions. *Lyman and Hunter.*

**His. 101-2\* History of Western Civilization: The Enlightenment to the Present 4 sem. hrs.**

Beginning with the reign of Louis XIV, this course presents an integrated approach to the Old Regime and the Enlightenment and to the relationship of both to the French Revolution. That revolution will then be viewed in relationship to liberal and national movements, as well as to the industrialization of Europe in the nineteenth century. World War I and the Russian Revolution will be presented as a watershed between rather distinct periods, with issues distinguishing the twentieth century highlighted. *Hunter.*

**His. 115-1 Colonial Boston, 1630-1776 4 sem. hrs.**

A survey of the history of colonial Boston from its founding in 1630 to the outbreak of the Revolution. Designed for the general student, the course will investigate Puritan ideology, the growth of the society and the social, political, economic, and religious strains it experienced, and the factors leading to the development of revolutionary sentiment. Appropriate readings in primary and secondary sources, visual aids, museum visits, and walking tours will constitute the approach of the course. *Halko.*

**[His. 116-1 New Approaches to History 4 sem. hrs. Not offered in 1981-82.]**

Two case studies—witchcraft and Hitler—show history's need for connections with anthropology, psychology, and

sociology. What motivated the persecutors? How were victims identified and isolated? Why does intolerance occasionally explode into a murderous epidemic? *Lyman.*

**His. 119-2 History of the Family 4 sem. hrs.**

The family, our most resilient and universal institution, has always been the major vehicle for educating and socializing the young, and bridging the generations. To study varieties of the family across time and cultures, we use materials and techniques from many disciplines. Key questions: How has the Western family handled the stress of modernization since 1800? What are the origins of contemporary family styles? How can you explore your own roots? *K. Lyman.*

**His. 218-1 Historic Preservation (Seminar) 4 sem. hrs.**

How can the physical world of previous generations be adapted and recycled for contemporary use? Why should we (and how can we) preserve buildings, areas, and whole towns? What connects our sense of self with our awareness of place and time? Field trips, interdisciplinary readings, multimedia projects. *Lyman.*

**His. 296-1 European Historiography (Seminar) 4 sem. hrs.**

The course is divided into two nearly equal parts. The first is devoted to a schematic survey of the writings of historians from the earliest times to the present and to an analysis of their approaches to their subjects. The second is designed to enable students to apply their historical sensitivity to problems associated with the historiography of the French Revolution. *Hunter.*

**[His. 298-2 American Historiography (Seminar) 4 sem. hrs. Not offered in 1981-82.]**

An analysis of the assumptions and methodologies of American historians from the seventeenth century to the present as related to the topic of Puritanism. *Halko.*

### Europe

**[His. 120-1 Ancient Near East 4 sem. hrs. Not offered in 1981-82; offered in 1982-83.]**

An examination of the development of civilization in the Near East, including recent discoveries in prehistory, and accounts of life in Mesopotamia, Egypt and Israel. *Lyman.*

**His. 121-1 Greek History 4 sem. hrs. Offered in 1981-82 and 1983-84.**

A review and analysis of the life and achievements of ancient Greek civilization, from Mycenaean to Hellenistic times. *Lyman.*

**[His. 122-2 Roman History 4 sem. hrs. Not offered in 1981-82; offered in 1983-84.]**

A survey of Roman civilization from the foundation to the fall. Special emphasis on social, economic, constitutional, and cultural topics. Much class time devoted to interpretation of sources and to techniques for studying ancient civilizations. *Lyman.*

**[His. 123-2 Medieval History 4 sem. hrs. Not offered in 1981-82; offered in 1982-83.]**

Selected aspects of medieval civilization, beginning with the fourth and ending with the fifteenth century. Emphasis on social and economic organization, and cultural patterns. Special attention given to northwestern Europe. *Lyman.*

**His. 126-2 Renaissance and Reformation, 1300-1650 4 sem. hrs.**

A survey of major developments in culture and religion and their impact on the society of early modern Europe. The course, designed for the general student, will study the cultural dimensions of both periods by examining their art, architecture, music, philosophy, and science. Slides, records, films, and museum trips will be used extensively. *Halko.*

\*Although this course has no prerequisite, it is a logical follow up to His. 100.



**His. 127-1 Europe in the Nineteenth Century 4 sem. hrs.**

This course emphasizes two themes: 1. those intellectual, economic, technological, and political factors which created and maintained European dominance during the nineteenth century—and made it seem inevitable and good. 2. those dynamic factors which, although then promoting the power and pride of Europe, would lead to their erosion in the twentieth century. *Hunter.*

**His. 128-2 Europe in the World of the Twentieth Century 4 sem. hrs.**

This course focuses on the overlapping impacts of World Wars I and II, the Russian Revolution, and other challenges to assumptions and realities inherited by contemporary Europe from the nineteenth century. Thus, close attention will be paid to such topics as the Nazi movement, contemporary forms of socialism, the Great Depression, applications of Freudian thought, and the relative decline of European power. *Hunter.*

**[His. 132-1 History of Modern France 4 sem. hrs. Not offered in 1981-82.]**

This course follows and interprets the history of France from the time of her position of preeminence under Louis XIV and during the French Revolution to her humiliation in 1940 and her recovery as a partner in the European community of the 1980s. *Hunter.*

**His. 133-1 History of Russia to 1917 4 sem. hrs.**

This course focuses on those issues and circumstances that both differentiate Russian history from and yet link it to that of other peoples. Attention will be paid to Russian expansion, to major rulers, to cultural achievements, to persisting problems, and to protest movements. Although pre-revolutionary Russian history will be treated primarily as important in itself, it will also be presented as a background to an understanding of Russia's place in the contemporary world. *Hunter.*

**His. 134-2 History of Soviet Russia 4 sem. hrs.**

This course begins by establishing a context for the Russian Revolution of 1917. It proceeds chronologically but with a special effort to search out how characteristics that can be thought of as "Russian" mesh with characteristics that can be thought of as Communistic. Considerable attention will also be placed on the relationship between Soviet Russia — and its ideology — and other countries. *Hunter.*

**[His. 220-2 Primitive Christianity 4 sem. hrs. Not offered in 1981-82.]**

A study of Roman, Jewish, and Palestinian contexts of primitive Christianity based on close analysis of texts and archaeology. *Lyman.*

**[His. 235-2 World War I (Seminar) 4 sem. hrs. Not offered in 1981-82.]**

Starting with the reading of such works as Solzhenitsyn's *August 1914* and Tuchman's *Guns of August*, the class will seek to arrive at an understanding of why the war opened a chasm which nearly unbridgeably divides our era from that of the "Victorians". *Hunter.*

**[His. 236-1 The French and Russian Revolutions (Seminar) 4 sem. hrs. Not offered in 1981-82.]**

A comparative study of the two European revolutions which profoundly inspired or shocked modern history. It will be the purpose of this course to look closely into the revolutions in search of meanings rather than of factual details. However, sufficient factual material will be provided to enable students starting with little information but some sensitivity to the past, whether acquired in history courses or in those of other humanistic or social scientific disciplines, to benefit from the course. *Hunter.*

**United States**

**His. 140-1, 141-2 History of American Civilization, I and II 4 or 8 sem. hrs.**

*Offered as a year-long course; or either half may be taken separately.*

His. 140-1: Topical development of American political and social institutions from the eighteenth century through the Reconstruction period. *Halko.*

His. 141-2: Beginning with a consideration of implications of Reconstruction, the course will survey major economic problems in the new industrial age, the role of minorities in shaping urban development, the liberal spirit of reform, and the rise of America to world power. *Halko.*

**His. 151-1 American Constitutional History, 1789 to the Present 4 sem. hrs.**

The development of American law as reflected in historical judicial decisions. Traces the history of the Supreme Court through the major crises of American history, state-rights versus nationalism in the nineteenth century, and human rights and civil liberties in the twentieth. *Halko.*

**[His. 152-2 Race and Society 4 sem. hrs. Not offered in 1981-82.]**

An historical analysis of race relations and racism in the United States. Race and the ideology of racism will be examined within the framework of black-white power relations, native Americans and the dominant society, the Chicano and other Spanish-speaking communities, and the ideas and practices of white movements and institutions. *Solomon.*

**His. 153-1 United States Foreign Policy from 1900 4 sem. hrs.**

The United States at the start of the twentieth century had become one of the leading industrial powers of the world. Its growing economic and strategic interests in the global arena were considered by American leaders to be essential to internal stability and progress. This course explores that global involvement—its origins and underlying values—as well as ensuing problems, tensions, and conflicts that arose in relation to American diplomacy. A range of foreign policy issues from the emergence of imperialism to the Cold War and Vietnam will be considered. *Solomon.*

**His. 154-2 The Great Depression 4 sem. hrs.**

*Prereq.: His. 140 and 141 or consent of the instructor.*

An examination of the intellectual and social movements of the 1930s. The politics of the New Deal, along with literary and intellectual currents will be considered. Films, records, and eyewitness accounts of the Depression will be utilized. *Solomon.*

**[His. 155-2 Social Forces in American History 4 sem. hrs. Not offered in 1981-82.]**

Throughout the nation's history, protest movements have attempted to alter or transform the society's basic social conditions and relations. The legacy of these movements provides a rich source of study—not only of the character of dissent in America but of the nature of the larger society itself. The activities of the labor movement, the women's rights movement and movements of political dissent will be examined in interaction with the wielders of political and social power. *Solomon.*

**His. 157-1 Women in American History, 1600 to 1900 4 sem. hrs.**

This course explores women's lives from colonial times to 1900. We will use women's writings and other documents, such as sermons, oral histories, and films, to evaluate the ways that women interpreted the roles they were expected to play. We will study the lives of black, native American,

immigrant, working, and middle-class women, noting class and ethnic differences and also those women's issues that transcend race and class. Finally, we will analyze women's movements of protest and dissent during these years. *Crumpacker.*

**His. 159-1 The Afro-American Experience from Colonial Times to the 1960s 4 sem. hrs.**

Vital to an understanding of the forces, values, and conditions that have shaped the lives of all Americans is the Afro-American experience. This course approaches black history as an inseparable aspect of the history of the United States. Through study of original materials, significant historical writings, films and literary works, the course surveys Afro-American history from colonial times to the 1960s, with special attention to slavery, the revolutionary period, the Civil War, Reconstruction, the urban epoch, the two World Wars, the Harlem Renaissance, the Depression and postwar movements from civil rights to black power. *Solomon.*

**His. 160-2 American History Through Novels and Film 4 sem. hrs.**

As American society evolved into the most successful commercial-industrial civilization hitherto known, American culture in both its "high" and "low" forms often revealed tensions and conflicts within the national experience: the longing to preserve a republican past as industrialism and urbanism advanced; individual acquisitiveness vs. transcendence; community vs. individualism; puritanism vs. spontaneity; tensions wrought by war, racism, labor, conflict. Nontraditional source materials such as novels, plays, and films, as well as historical writings, will be used to explore these conflicts. *Solomon.*

**His. 164-2 Twentieth-Century American Women 4 sem. hrs.**  
An examination of the work and lives of women in twentieth-century America, with special emphasis on the dichotomy between cultural images of women and their responses to societal expectations. Analysis of the effect on women's lives of the 1920s revolution in manners and morals, the Depression, two world wars, the feminine mystique of the 1950s, and the resurgence of feminism in the 60s and 70s. Sources will include oral histories, novels, popular literature, film, and other media. *Crumpacker.*

**His. 243-2 The Puritans (Seminar) 4 sem. hrs.**

*Prereq.: His. 115 or consent of the instructor.*

An analysis of the varying historical responses to Puritanism, ranging from the warmly approving to debunking, as presented by writers from the nineteenth century to the present. A major research paper will be required of each student. *Halko.*

**[His. 247-1 Du Bois (Seminar) 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: His. 152, 159, or consent of the instructor.*

An intensive study of the life and writings of W. E. B. Du Bois and the impact of his work upon the main currents of black thought and movement in the twentieth century. Readings will be drawn from the rapidly expanding published literature. *Solomon.*

**[His. 248-2 The Recent Past in America, 1945 to Present (Seminar) 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: work in a chronologically appropriate course in American history or literature or consent of the instructor.*  
An analysis of the social, intellectual, and cultural currents of post-World War II America. The consequences of the war, the bomb, McCarthyism, the estrangement and dissent of the 1960s will be considered. Works of fiction, drama, and political and social criticism will be examined. Each student will present a report on an aspect of the course and take a final oral examination. *Solomon.*

**[His. 265-2 History of Feminist Thought (Seminar) 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: consent of the instructor.*

Beginning with European and British origins, this course examines the development of women's reform movements, revolutionary ideologies, and civil rights struggles. Discussion of social and economic sources of women's oppression, responses of feminist leaders from Mary Wollstonecraft to Betty Friedan, and winning and losing strategies of protest. Special attention to the twentieth-century women's movement. *Crumpacker.*

**Africa**

**His. 177-2 African Roots of American History 4 sem. hrs.**

This course will examine the historical and cultural background of African peoples involuntarily relocated in the Americas. Interdisciplinary in approach and method, the course will survey African history from early times to the period of enslavement. Students will concentrate on the religious, political, and cultural structure in several parts of Africa, leading to a comparative appreciation of the specific settings from which Afro-Americans were taken. The course will lay a base for an accurate understanding of Africans in America by systematically exploring their experiences before forced migration.

**Special Topics in History**

The special topics in history courses are designed to survey specified geographical areas and topics not normally covered by the Department of History. Areas and topics will be regularly rotated with the objective of providing more diverse coverage of regional and national histories. The courses for 1981-82 will explore Chinese history and aspects of the Central American/Caribbean area. There are no prerequisites for these courses and prior knowledge is not assumed.

**His. 178-1 The Rise of Modern China 4 sem. hrs.**

Included in the course will be a brief review of traditional Chinese civilization before the nineteenth century, the impact of foreign spheres of influence on China in the nineteenth century, the struggle to transform China from a fragmented, feudal society to a modern nation, the post-World War II revolution, and the emergence of the People's Republic of China. The course will touch upon social, political, economic, and intellectual themes in modern Chinese life.

**His. 179-2 Topics in Latin American History: Central America and the Caribbean 4 sem. hrs.**

The course will survey the development of the economic and social life of the region from 1492 to the present, and will concentrate on contemporary forces, such as the economy, politics, and social relations. Special emphasis will be given to the impact of the United States on the region and to present-day economic relations, power structures, and social changes.

**His. 250-1, 2 Independent Study 4 sem. hrs.**

*Members of the Department.*

**His. 255-1, 2 Directed Study: Senior Thesis 8 sem. hrs.**

*Prereq.: His. 296 or 298 and consent of the Department.*  
Required for honors candidates in history. Includes a senior thesis and a comprehensive examination. *Members of the Department.*

**His. 260-1, 2 Individual Study 4 or 8 sem. hrs.**

*Members of the Department.*



## Interdepartmental Courses

**Edu. 374-1 Curriculum and Methods in the Secondary School Teaching of Social Studies and History** 4 sem. hrs. See page 40 for description. Administered jointly by the departments of Education and History. *K. Lyman.*

**Afro-Amer. St. 110, 111 Introduction to Afro-American Studies** 4 sem. hrs. each semester. See page 84 for description. *Members of the faculty.*

## Faculty

**Mark I. Solomon, Ph.D.** Professor of History and Chairman of the History Department

**Henry J. Halko, Ph.D.** Professor of History

**John Cleary Hunter, Ph.D.** Professor of History

**\*\*Richard Bardwell Lyman, Jr., Ph.D.** Professor of History

**Laurie Taylor Crumpacker, Ph.D.** Assistant Professor of History

**Ruth O. Hirsch, A.B.** Secretary for the Departments of Economics, Government, History, and Sociology

**Rita Oriani,** Secretary for the Departments of Economics, Government, History, and Sociology

## Department of Management

The curriculum in the Department of Management has been developed as an educationally broadening experience with both structure and flexibility. This concept assures students basic preparation for a career in management and at the same time allows for their individual preferences for professional advancement. The relationship between theory and practice provides the opportunity for challenge and creativity in a career in management.

The purpose of the Department of Management is to provide an understanding of the principles of management that provide career preparation in all areas where there is a management component. This includes profit and nonprofit organizations, as well as the public and private sectors.

The Department of Management offers concentrations in management, finance, and international management. Within the management concentration, the student may specialize in an area such as accounting, marketing, operations management, or personnel administration; or the student may choose to pursue a more general course of study and explore the various areas of management.

Among those professional areas that might use management as a base are accounting, advertising, company publications and public relations, hospital and health services, international business, law, management of minority enterprises, marketing, office management, operations research, personnel management, retailing, small business management, and finance.

The Department believes that students must work closely with their advisers in planning their concentration in management. Students should seek a Departmental adviser as soon as their interests become focused, or if they wish to explore the possibilities of this concentration. Students are assigned advisers by applying to the Department. Students are advised to declare management as a concentration in their sophomore year so that a Departmental adviser may be assigned.

## Concentration in Management

The management concentrator is required to complete satisfactorily 12 courses in the management department curriculum, in addition to prerequisite courses in economics and mathematics. Nine of the management courses are required courses and the other three are to be chosen from the upper-level management department courses.

The core courses are designed to provide the student with a breadth of exposure to the basic theoretical and applied areas of management. The following courses compose the required core for management concentrators:

Mgt. 120	Financial Accounting
Mgt. 125	Managerial Accounting
Mgt. 127	Dynamics of Management
Mgt. 128	Business and Its Environment
Mgt. 134	Communications in Management
Mgt. 150	Marketing

Completion of these courses and the following prerequisite courses, which may be taken concurrently with management core courses, will prepare the student to choose a specific area of management in which to specialize. The prerequisites for concentration in management are as follows:

Eco. 101	Principles of Economics: Macroeconomics
Eco. 102	Principles of Economics: Microeconomics
Mth. 189	Mathematics of Decision Making, or a mathematics course, or a sequence of courses approved by the Chairman of the Management Department.

The student will complete at least 12 semester hours of courses in a specific area of management or general areas of management. These 12 semester hours are to be chosen from the Management Department course offerings in consultation with her Department adviser. If the student chooses to specialize, she may select from such areas as the following:

Accounting  
Marketing  
Operations management  
Organizational management  
Personnel management

During her senior year, a student is required to complete Mgt. 290, Advanced Management Seminar. This course is the capstone of the management concentration, and it provides the student with the

\*\*\*On sabbatical leave second semester 1981-82

challenge of integrating her knowledge of all fields of management. In order to provide the management concentrator with practical experience, she is required to take either Mgt. 270, Internship, or Mgt. 250, Independent Study. These courses expose her to actual organizations and their problems and permit the student, under the guidance of a faculty member, to tentatively test her understanding of the process of management as she observes it in practice.

**Concentration in Finance**

We live in a money economy. To live most effectively one must be aware of the interrelationships of the various components that comprise our economic society.

This concentration offers an integrated approach to the conceptual and operational aspects of business and investment finance; the functions of financial institutions and money markets; the dynamics of financial administration; and the economic and managerial implications of business transactions as they relate to industrial and business corporations, public organizations, governmental units, educational institutions, and service agencies.

The finance concentration is designed to fulfill the needs of those students who wish to go to graduate school, and also of those who wish to enter immediate employment upon graduation. Many opportunities are available in such areas as commercial, savings, and investment banking; insurance; brokerage firms; financial departments of business and nonbusiness organizations; and financial administration in government.

The plan of study, to be prepared cooperatively by student and adviser, will consist of a combination of theory and applied-theory areas of study individually tailored to the career or graduate school goals of the student in a flexible yet clearly focused direction.

**Requirements**

- Mgt. 120 Financial Accounting
- Mgt. 125 Managerial Accounting
- Mgt. 154 Monetary Management
- Mgt. 158 Stock Market Investments
- Mgt. 159 Managerial Finance
- Eco. 131 Money and Banking

**Prerequisites:** Eco. 101, 102, Principles of Economics; and Mth. 189, Mathematics of Decision Making or another mathematics course or sequence of courses approved by the Chairman of the Management Department.

The senior integrative seminar requirement will be satisfied by taking Mgt. 290, Advanced Management Seminar, and either independent study or internship.

**Selected Electives:** Eight semester hours from either management, economics, government, or mathematics are to be selected by the student in consultation with her adviser.

**Concentration in International Management**

American companies include branches in foreign

countries; foreign companies have offices in this country. This has led to an increased demand for persons in management with strong language backgrounds.

The export-import business and the location of government bureaus in foreign countries provide opportunities for persons with the unique combination of language and management skills.

There are opportunities for persons wishing placement either in the United States or abroad. The increased sophistication of international business and the opening of more opportunities for women in management have combined to make the field particularly attractive for women with a strong career motivation.

**Requirements**

The student concentrating in international management pursues a course of study designed to provide her with a substantive background in management and foreign language. She takes the following:

- Mgt. 120 Financial Accounting
- Mgt. 127 Dynamics of Management
- Mgt. 150 Marketing
- Mgt. 161 International Marketing
- Gov. 134 Comparative Politics
- \*Foreign language, 16 semester hours in French, German, or Spanish above the 202 level.
- Internship or independent study in either the Department of Management or Department of Foreign Languages and Literatures.
- Senior seminar in the Department of Management or the Department of Foreign Languages and Literatures.

**Spanish**

- Spn. 235 Spanish for the Professions
- Spn. 240 Spoken Spanish
- Spn. 245, 247 Composition and Advanced Conversation
- Spn. 325 Spanish Civilization
- Spn. 330 Spanish Field Work Seminar
- Spn. 347 General View of Spanish Cultural History
- Spn. 353 Hispanic-American Cultural History

**French**

- Frn. 245 Conversation and Composition
- Frn. 248 The French Press
- Frn. 240 Spoken French
- Frn. 330 Advanced Composition and Conversation
- Frn. 335 Stylistics
- Frn. 300 French Civilization
- Frn. 301 French Cultural Myths and Traditions

**German**

- Ger. 245 Conversation and Composition
- Ger. 248 The Press of Business
- Ger. 300 Advanced Reading, Conversation, and Composition
- Ger. 325 Modern German Literature in Translation

*\*The foreign language component in international management is intended to provide the student with the ability to function successfully in the four basic skills of language: reading, writing, aural comprehension, and speaking. A student's program in language will depend upon her fluency and particular interests. Cultural background as well as practice in the foreign language can also be acquired through the study of certain courses in literature, although the courses which are listed below are particularly recommended.*



Specific language courses are selected through consultation with an adviser in the Department of Foreign Languages and Literatures.

In addition to the required courses, the following electives are recommended:

Mgt. 125 Managerial Accounting  
Mgt. 128 Business and its Environment  
Mgt. 134 Communications in Management  
Mgt. 137 Behavioral Implications for Women in Management  
Mgt. 147 Organizational Behavior  
Mgt. 156 Personnel Administration  
Eco. 102 Principles of Economics—  
Microeconomics  
Eco. 181 International Economics  
Gov. 132 International Relations  
Gov. 149 American Foreign Policy  
Any of the previously listed foreign language courses.

**Other Interdepartmental Concentration**  
Mathematics-Management, see page 65.

**Nonconcentrators:** College women are expected to be leaders in whatever career they choose; therefore, the knowledge of management principles is essential for every college-educated woman. The curriculum in the Department has been planned so that a nonconcentrator can choose the six core courses (Financial Accounting, Managerial Accounting, Dynamics of Management, Business and Its Environment, Communications in Management, and Marketing) and whatever other management offerings fit into her career objectives. These can satisfy the depth requirement of the College.

**Management of Minority Enterprises:** The Department of Management is committed to a concern for the needs of minority groups in achieving their goals in business and community leadership. The Department has thus incorporated into existing courses some cases concerning minority institutions. Also, a special course, *The Black Community and Organizational Design*, has been developed. The Department believes that a person who combines Afro-American Studies with a concentration in management is well prepared to assume positions of leadership.

#### Graduate Programs

For information about the Graduate School of Management, see page 101.

#### Courses

**Mgt. 120-1, 2 Financial Accounting 4 sem. hrs.**  
*Prereq.: sophomore standing.*  
Current and recommended concepts of accounting. Major emphasis on financial control and its attendant implications in the decision-making process. Special attention to financial statements and their interrelationships. Analysis and interpretation of accounting data and their related significance to financial problems of the entity. *Parente, Mackey.*

**Mgt. 125-1, 2 Managerial Accounting 4 sem. hrs.**

*Prereq.: Mgt. 120.*

A logical continuation of accounting. Accounting processes are explored concomitantly with generally accepted accounting theories. Partnerships. Comprehensive coverage of corporate operations. Cash flows, budgetary controls, cost relations. Opportunity provided to compare, create, and discover more effectual means of solving managerial accounting-based problems. *Parente, Mackey.*

**[Mgt. 126-2 The Black Community and Organizational Design 4 sem. hrs. Not offered in 1981-82.]**

Designed to give minorities maximum opportunity, through the development of broad business and management concepts, to assess present and future environmental trends in relationship to how they might affect the particular minority community in question. Analysis of various leadership styles peculiar to their particular ethnic group giving consideration to the implication of adopting similar or different management styles. Review of present community institutions with a chance to redesign or to create entirely new organizational structures.

**Mgt. 127-1, 2 Dynamics of Management 4 sem. hrs.**

Study of the development of the modern organization; its structure, dynamics, administration, and work distribution. Emphasis on the organization as a dynamic culture and on the emergent behavior of the people involved. A variety of organization types compared and differentiated. Strong emphasis on group discussions and developing one's own management style. Guest lecturers, role playing, cases, and field trips. It is recommended that Eco. 102 be taken before Mgt. 127. *Warren, Masiuk.*

**Mgt. 128-1, 2 Business and its Environment 4 sem. hrs.**

The examination of business actions and their impact on the contemporary society. Emphasis will be placed on analyzing and evaluating the interaction of the external (political, social, legal, economic, etc.) and internal (employees, stockholders, management) forces that establish the stimulus-response mechanism between business and its environment. It is recommended that Eco. 101 be taken before Mgt. 128. *Onie, Masiuk.*

**Mgt. 130-1 Intermediate Accounting I 4 sem. hrs.**

*Prereq.: Mgt. 125.*

Accounting theory is emphasized throughout to modify the rigor of accounting material to ease the transition upward from the financial and managerial accounting courses. In-depth coverage of such areas as theoretical foundation of accounting and reporting, inventory flow and matching procedures, measuring liabilities and income taxes, operational assets, and the increased application of future- and present-value concepts in the valuation process. *Mackey.*

**Mgt. 134-1, 2 Communications in Management 4 sem. hrs.**

*Prereq.: College English requirement.*

This course covers the theoretical and practical application of communications systems and principles. Attention is given to communication channels, models, and processes. Oral and written expression is studied to accomplish the organizational and interpersonal objectives necessary for success in working with and influencing other persons. Principles are developed through use of cases involving the writing of business letters, reports, and memoranda; and the conduct of conferences, interviews, platform presentations, and other forms of oral communications. *Baldwin.*

**Mgt. 135-1 Management of Information Systems 4 sem. hrs.**

*Prereq.: Mgt. 127, Chm. 101.*

Concepts of computer science and its significance to management decision making. Capabilities of computers as aids in forecasting, problem solving, and decision making. Impact on business of various data processing systems. Students will learn to evaluate existing systems in terms of particular organizational needs and to create appropriate adaptations. *Masiuk.*

**Mgt. 136-2 Intermediate Accounting II 4 sem. hrs.**

*Prereq.: Mgt. 130.*

Reflects the important advances that have taken place in both theory and practice in accounting. Particular emphasis is placed on the changing nature of contemporary principles and practices, and the analysis for recording purposes of the increasingly complex transactions that arise as a result of the economic environment. A thorough preparation for advanced courses, making use of all the recent pronouncements of the American Institute of Certified Public Accountants, Financial Accounting Standards Board, Securities and Exchange Commission, and Accounting Principles Board as they relate to contraction and expansion of corporate capital, investments in equity securities, the statement of changes in financial position, financial analysis, and price-level and fair-value accounting. *Mackey.*

**Mgt. 137-1, 2 Behavioral Implications for Women in Management 4 sem. hrs.**

*Prereq.: Mgt. 127 or 128 or consent of the instructor.*

Study of interpersonal behavior and career development of women in managerial work. Considerable emphasis is placed on the psychological, sociological, anthropological, and political difficulties that arise in organizational relationships. Strategies for dealing with these problems are discussed. Some of the topics covered in the course are: life planning/career planning, assertiveness training, androgyny, and dual career families. Lectures, group discussion, case studies, and experiential learning. *Onie.*

**Mgt. 138-1, 2 The Law and Society 4 sem. hrs.**

A study of the underlying legal principles governing business conduct and their impact on business policy. Consumer law and its relationship to the manufacturer and consumer. An in-depth analysis of the court system. Particular attention to torts, criminal law, guaranties, warranties, contracts, administrative and environmental law. Guest lecturers, cases, and field trips. *Warren.*

**Mgt. 139-2 The Manager and the Law 4 sem. hrs.**

*Prereq.: declared concentration in management.*

This law course explores the employer-employee and principle-agent relationships, real and personal property, leases, insurance, sales, bankruptcy, legal substitutes for money, incorporation and partnership, government regulations, and labor law. Guest lecturers, cases, and field trips. *Warren.*

**Mgt. 141-1 Personal Law for the Manager 4 sem. hrs.**

*Prereq.: declared concentration in management.*

The purpose of this course is to familiarize prospective managers with the broad legal concepts and laws that govern relationships between themselves and consumers, investors, employees, students, etc. Additionally, the content of the course will be directed towards an examination of the rights of family members, victims of civil and criminal wrongs, and home owners, as well as prospective entrepreneurs. Guest lecturers, cases, and field trip. *Warren.*

**Mgt. 143-2 Cost Accounting Analysis 4 sem. hrs.**

*Prereq.: Mgt. 120, 125.*

Cost determination, procedures, controls, and analysis are developed by interpretation of the three cost elements: materials, labor, overhead. Application to the job cost system, process cost system, and standard cost system. Emphasis on managerial usefulness of cost accounting data in the evaluation of alternative courses of action. *Mackey.*

**[Mgt. 144-2 Taxation 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: Mgt. 120, 125.*

Strong emphasis on individual income-tax preparation, together with some explanation of partnership and corporation income-tax procedures. Cohesive coverage of the most important code provisions and how they can be used for tax planning and minimization. *Mackey.*

**Mgt. 145-2 Advanced Accounting 4 sem. hrs.**

*Prereq.: Mgt. 136.*

Focuses on relevant, new problems of significance to the future public or managerial accountant. Many topics are specialized in nature such as consolidated financial statements, accounting for price level changes, and consignment sales. While not overlooking the practical aspects, there is a balanced blend of the conceptual and procedural aspects of advanced accounting theory. Attention is given to the latest pronouncements of professional organizations in such current issues as business combinations, financial forecasts, multinational companies, installment sales, direct valuation, and institutional and social accounting. CPA problems will be used throughout, and will be particularly beneficial to the CPA candidate. *Mackey.*

**Mgt. 146-1 Auditing 4 sem. hrs.**

*Prereq.: Mgt. 136, Mth. 189 or equivalent.*

A comprehensive study of the concepts, standards, methodology, and scope of evaluation in the fair presentation of financial data. Auditing theory is emphasized through the case analysis method. Also included are the professional responsibilities related to ethics and legal liabilities of the auditor. *Mackey.*

**Mgt. 147-1, 2 Organizational Behavior 4 sem. hrs.**

*Prereq.: Mgt. 127 or consent of the instructor.*

Managerial applications of behavioral sciences as related to modern organizations. Implications of interpersonal behavior problems for individual and group productiveness, creativity, and satisfaction. Social psychology of group processes. Readings combined with extensive group discussions and case analyses. *Onie.*

**Mgt. 149-2 Production Management 4 sem. hrs.**

*Prereq.: Mgt. 125, 127, and Mth. 189 or equivalent.*

An operating course that stresses the planning, supervision, control, and execution of the activities involved in the manufacture of goods and services. The course will include such topics as the measurement and simplification of work, the work capabilities of men and machines and their interrelationships, the nature of different types of manufacturing technologies from machining and processing to assembly, the planning and scheduling of output, and the management of inventories. Cases, lectures, field trips. *Staff.*

**Mgt. 150-1, 2 Marketing 4 sem. hrs.**

*Prereq.: Mgt. 120, 127, Eco. 101, 102, and Mth. 189 or equivalent.*

An introduction to the concepts of marketing management: philosophy, strategy, and planning. The course analyzes the ways in which goods move from production into consumption. Particular emphasis on the role of marketing, consumer behavior, marketing mix, and the marketer in American business. *Plaff.*

**Mgt. 151-1 Issues in Consumer Protection 4 sem. hrs.**

Considers the origin and growth of the consumer protection movement, the role and effect of regulatory agencies, sources of conflict between consumer concerns and the commonly perceived needs of the free market system. Specifically examines advertising as related to consumer protection, problems of special consumer groups, and mechanisms available for consumer redress. Guest speakers. *Bevacqua.*

**Mgt. 152-2 Advertising Policies and Methods 4 sem. hrs.**

*Prereq.: Mgt. 150.*

Advertising studied as a marketing tool. Topics include the functioning of advertising: when and for what kinds of products advertising is used; the advertising campaign; evaluation of advertising; and the ethical and moral issues surrounding advertising. Students will create advertising campaigns as a major project in this course. *Staff.*



**Mgt. 153-1 Consumer Behavior 4 sem. hrs.**

*Prereq.: Mgt. 150.*

A behavioral approach to marketing and consumer behavior. The individual as a psychological entity is the unit of study. Discussion of the following areas as they pertain to consumer behavior: cognition, learning, motivation, and personality; attitudes and attitude change; group memberships and influences; social class and lifestyle; and the impact of culture. Lectures, cases, and field trips. *Staff.*

**Mgt. 154-2 Monetary Management 4 sem. hrs.**

*Prereq.: Mgt. 120, Mth. 189 or equivalent.*

Theories and applications of investment alternatives, such as real estate, mutual funds, insurance, estate planning. Risks, estimation of expected returns, and the multidimensions of money management. Models of programs designed by students to meet goals based on individual characteristics and capabilities. *Staff.*

**Mgt. 156-1 Personnel Administration 4 sem. hrs.**

*Prereq.: Mgt. 127, 128.*

Dynamics of personnel management, to include such areas as line and staff relationships, management by objectives, sensitivity training, procurement and development, salary administration, and individual motivation and goals. Analysis of current practices and major problems of personnel administration through the use of cases, role playing, and guest lecturers. *Warren.*

**Mgt. 157-2 Labor Relations 4 sem. hrs.**

*Prereq.: Mgt. 156.*

Concentration primarily on the difficulties that arise in the administration of the collective bargaining relationship. The history and important characteristics of the American labor movement; special problems concerned with management of labor relations under a collective bargaining agreement. Examination of the relationship between union-management relations and public policy. These areas will be examined through the use of cases, role playing, guest lecturers, and field trips. *Warren.*

**Mgt. 158-1 Stock Market Investments 4 sem. hrs.**

*Prereq.: Mgt. 120, Mth. 189 or equivalent.*

Financial and economic implications of security market functions and operations. Appraisal and analysis of securities and investment media. Investment standards, risks, and portfolio objectives. Independent reading and research. Student committees manage actual stock portfolio with member brokerage firm. *Parente.*

**Mgt. 159-2 Managerial Finance 4 sem. hrs.**

*Prereq.: Mgt. 120, 125, and Mth. 189 or equivalent.*

Relevant theories of financing business organizations are reported through case study problems combining the theoretical and environmental frames of reference. Financial and economic alternatives considered in the determination of policy and related resources desirable for obtaining, managing, and using capital funds for optimum results. *Staff.*

**Mgt. 161-1 International Marketing 4 sem. hrs.**

*Prereq.: Mgt. 150.*

A study of marketing from a multinational point of view as opposed to the traditional definition of marketing as it is practiced in the United States. The consequences of changing from a national to international marketing orientation, involving all aspects of the marketing philosophy and mix, are studied in depth. Each student will also become involved in an in-depth study of the market characteristics of a country of her choice. *Staff.*

**Mgt. 163-2 Marketing Research 4 sem. hrs.**

*Prereq.: Mgt. 150, Mth. 189 or equivalent.*

The concepts and applications of marketing research are introduced through the marketing management approach. The course emphasizes basic methodology and the special techniques used in research procedures and their application to marketing, advertising and sales, questionnaire design, and product and survey techniques. Lectures, cases, field trips, and a project. *Staff.*

**Mgt. 250-1, 2 Independent Study 4 sem. hrs.**

A student may do independent study under the supervision of a member of the Department. Subject, form of report, etc., will be arranged with the supervising faculty member.

**Mgt. 270-1, 2 Internship 8 sem. hrs.**

*Prereq.: senior standing and declared concentration in management, finance, or international management, or consent of the Chairman.*

A one-semester internship program providing field experience for students preparing for careers in management or finance. The experience may be in one of many different types of organizations: governmental, social service, or profitmaking. The assignment will be closely related to the student's needs and professional goals and will be planned with the instructor. The student will spend approximately 20 hours a week on field work and may take two courses at Simmons concurrently. Applications for internships must be filed before March 1 for the fall semester and before October 1 for the spring semester. *Bevacqua.*

**Mgt. 290-1, 2 Advanced Management Seminar 4 sem. hrs.**

*Prereq.: completion of the core for the management or finance concentration or consent of the instructor. Senior standing.*

Senior integrative seminar using case approach. Cases, presented by business professionals, are built upon actual situations in diverse types of organizations. Cases are selected to cover many areas of management and require knowledge of the analytical, behavioral, and conceptual areas of management. Free interchange of ideas between students and business professionals. *Baldwin.*

**Special Programs in Management**

**NABW/Simmons Baccalaureate Degree Program**

The NABW/Simmons Baccalaureate Degree Program in Management is planned for the woman, fully employed in the financial community, who is unable to participate in a full-time undergraduate program. Co-sponsored by the National Association of Bank Women, it is a unique program with a focus designed especially for women in management.

Basic management theory and organizational courses, paying particular attention to the woman in today's banking organization, are incorporated into a series of two-week, in-residence Management Institutes (over a three-year period). Regular liberal arts and elective courses may be taken elsewhere, and credit transferred to Simmons. Thus, non-local students may earn the B.S. degree from Simmons, while continuing to develop their banking careers in their respective working environments.

Other unusual aspects of this degree program include: (1) an individually assisted admission process; (2) a system of accrediting prior learning, and (3) a faculty advising program which assists in the design of an individualized program of study.

## Post-Baccalaureate Program Leading to a Diploma

The Department offers a one-year program for graduates of approved colleges whose undergraduate programs have been largely nonprofessional. The program permits concentrated study in management, retailing, or finance, and leads to the Diploma in Management. A total of 32 semester hours of work is required, of which 24 semester hours must be taken in the field of concentration. The program of each student is planned in consultation with the Chairman of the Department, and may include any courses for which prerequisites are satisfied. A typical program for a student concentrating in management, for example, might include such courses as the following:

Mgt. 120	Financial Accounting
Mgt. 127	Dynamics of Management
Mgt. 128	Business and Its Environment
Mgt. 138	The Law and Society
Mgt. 147	Organizational Behavior
Mgt. 156	Personnel Administration
Mgt. 290	Management Seminar
Electives	Four semester hours

The flexibility of the program permits the selection of courses to meet varying objectives of individual students.

A student who wishes to concentrate in retailing or finance may select, in consultation with the Chairman, specialized courses in these fields. Such programs would include most of the courses required of undergraduates.

## Faculty

**John F. Pfaff, Ph.D.** *Associate Professor of Management and Chairman of the Department of Management*

**Woodrow W. Baldwin, Ed.D.** *Professor of Management*

**\*\*\*Leo John Parente, Ph.D.** *Professor of Accounting and Finance*

**Bruce W. Warren, M.B.A., J.D.** *Associate Professor of Management*

**Marlyn Mackey, M.A., M.B.A.** *Assistant Professor of Management*

**Andrew I. Masiuk, M.B.A., M.S.S.** *Assistant Professor of Management*

**Laurence M. Onie, M.S.W., M.P.A.** *Assistant Professor of Management*

**Andrea Rocco** *Secretary to the Department of Management*

## Associates, 1981-82

**David L. Barret** *Associate in Management*

Area Coordinator and Political Lobbyist, Teamsters Joint Council-New England

**Robert Browning, B.A.** *Associate in Management*

Mediator, Mass. Board of Conciliation and Arbitration

**Victor Fanikos, J.D.** *Counsel*

Massachusetts Division of Insurance

**Thomas Gaffney, B.A.** *Associate in Finance*

Registered Representative, Lehman Brothers, Boston

**J. Gregory Griffin, J.D.** *Associate in Management*

Attorney, Ferraro & Walsh

**N. Sanford Hewey, J.D.** *Associate in Management*

Attorney, Ferraro & Walsh

**Leonard Henson, J.D.** *Associate in Management*

Chief of Organized Crime Division, Suffolk County District

**Howard A. Levine, B.S.** *Associate in Management*

Vice President, Robsham Industries, Inc.

**Virginia MacLean** *Associate in Management*

Personnel Manager, Hub Mail Advertising

**George L. Mason III C.L.U.** *Associate in Finance*

2nd Vice-President, New England Life Insurance Company

**Doris Pote, J.S.** *Associate in Management*

Department of Public Utilities

**Barcy H. Proctor, B.S.** *Associate in Management*

Vice President, Personnel Administration  
Providence-Washington Insurance Company

**Corey Surrett, J.D.** *Associate in Management*

Area Director, U.S. Department of Labor

**Joseph Tansey, B.A.** *Associate in Finance*

Assistant Vice-President, The First National Bank of Boston

**William H. Walsh, J.D.** *Associate in Management*

Attorney and Senior Partner, Ferraro & Walsh

**Mary Welch, B.A.** *Associate in Finance*

Account Executive, Merrill Lynch

**William Willier, A.B., J.D.** *Associate in Management*

Professor of Law, Boston College Law School

**Gilbert Wolpe, M.B.A.** *Associate in Management*

Credit Protection Specialist, Federal Reserve Bank of Boston

## The Prince Program in Retail Management

The Prince Program in Retail Management, begun in 1905 by Lucinda Prince, is unique in its approach to retailing education in that it prepares a student for a professional career across the spectrum of retailing organizations.

The curriculum presents an integrated approach to retailing, combining merchandising and store management, thereby affording graduates access to a wide range of positions.

Through the required management and economics courses, students also become familiar with basic business principles and are also readied for employment in the broad field of general management.

Following the introductory course, RM 120, students choosing the retailing specialization are expected to complete the entire program including the full semester internship in the senior year. All students enrolling in the Prince Program are en-

\*\*\*On sabbatical leave second semester 1981-82.



couraged to have a broad liberal arts background and must complete Eco. 101 and Eco. 102 as basic preparation for the program.

## Program

### Retailing Core

- RM 120 Exploring the Retail Environment
- RM 130 Quantitative Data as Tools for Retail Decisions
- RM 140 Seminar in Retail Management
- RM 160 Retail Sales Management
- RM 270 Internship

### Management Core

- Mgt. 120 Financial Accounting
- Mgt. 125 Managerial Accounting
- Mgt. 127 Dynamics of Management
- Mgt. 128 Business and Its Environment
- Mgt. 134 Communications in Management
- Mgt. 150 Marketing

### Suggested Electives

- RM 125 Principles of Operational Retail Strategies
- RM 150 Retailing Abroad
- RM 170 Dynamics of Fashion
- Mgt. 152 Advertising Policies and Methods
- Mgt. 156 Personnel Administration
- Mgt. 189 Mathematics of Decision Making

## Courses

### RM 120-1 Exploring the Retail Environment 4 sem. hrs.

An introduction to the retailing organization. Application of concepts and theories of management and behavioral and organizational theory to key reference groups in retailing: consumers, sales force, buyers, vendors, managers, and service units. Exploration of career patterns and the relevant educational and organizational preparation for management careers in retailing. *Rusbar.*

### RM 125-2 Principles of Operational Retail Strategies 4 sem. hrs.

*Prereq.: RM 120.*

This course is designed to provide students with an overview of competitive theories and designs applied to areas other than merchandise investment. Topics to be discussed include sales promotion systems, floor layout and traffic flow analysis, and display principles. *Rusbar.*

### RM 130-2 Quantitative Data as Tools for Retail Decisions 4 sem. hrs.

*Prereq.: RM 120 and junior standing.*

The quantitative knowledge, skills, and tools to manage a retail business. This course integrates retail buying and retail merchandising into a single comprehensive unit, directing attention to the relationship of these areas to the retailing organization and to the development of techniques required to solve related problems. *Shuch.*

### RM 140-2 Seminar in Retail Management 4 sem. hrs.

*Prereq.: RM 270 or consent of the Director; senior standing.* The focus for this course will be on contemporary problems affecting the field of retailing. An integrative approach will be used by the student to analyze cases which are presented either by business people or as written studies typifying actual situations. *Shuch.*

[**RM 150 Retailing Abroad 4 sem. hrs.** Not offered in 1981-82. Conducted overseas during winter recess. Mgt. 128 waived for those who take RM 150.]

*Prereq.: consent of the instructor.*

An introduction to the methods and techniques employed by retailers in other countries compared with those used in the United States. Visits with prominent business people will be coupled with independent study to maximize the time spent in each city. *Shuch.*

### RM 160-2 Retail Sales Management 4 sem. hrs.

*Prereq.: RM 120 and junior standing.*

A managerial approach to an analysis and a philosophy of retail selling. This course will examine point-of-sale customer motivation and the principles and methods used by management to hire, train, and evaluate their personnel to maximize profits while providing for a high degree of consumer and employee satisfaction. The educational process will involve the use of all phases of the MOHR training materials currently offered to executives by many leading retail organizations. *Rusbar.*

### RM 170 Dynamics of Fashion 4 or 8 sem. hrs.

This course will be offered as four 2-semester-hour units, each of which will consume half a semester. Students who select this course as an elective must complete any combination of two units to receive course credit.

#### Module A-1 Fashion Fundamentals

"Fashion Fundamentals" will explore past and current fashion trends in color and line, costume, fabric, wardrobe accessories, and home furnishings. The cyclical nature of fashion and the possibility for prediction of change in the field are emphasized. *Staff.*

#### Module B-1 Fabrics in Fashion

"Fabrics in Fashion" will analyze the reasons for use of the major and some of the minor fabrics used in clothing and in the home. Taking the fashion buyer's viewpoint, the course will examine the features of fabrics that make them suitable for each use and the benefits that customers may reasonably expect to derive. *Staff.*

#### Module C-2 Accessories in Fashion

"Accessories in Fashion" will examine the predominant accessories used for costume adornment. The place of current events and history in the design and popularity of this merchandise will be emphasized, with attention directed to quality and construction features. *Rusbar.*

#### Module D-2 Home Furnishings in Fashion

"Home Furnishings in Fashion" will have as its focus an analysis of merchandise purchased for the home. The student will be expected to recognize the standards expected by professional buyers in construction, quality, and selling features that generate customer satisfaction. *Rusbar.*

### RM 250 Independent Study 4 or 8 sem. hrs.

### RM 260 Individual Study Credit to be arranged.

### RM 270-1 Internship 16 sem. hrs.

*Prereq.: RM 120, 130, and 160; senior standing; permission of the Program Director.*

A one-semester course providing off-campus, full-time field experiences for students preparing for careers in retailing. The training may be in one of many different retail firms or in organizations related to or servicing retailers. Positions are available in cities such as Boston, New York, Washington, D.C., Atlanta, Chicago, Pittsburgh, and San Francisco. *Rusbar.*

## Faculty

**\*\*Milton L. Schuch, Ph.D.** Professor of Retailing and Director of the Prince Program of Retailing  
**Norma M. Rusbar, B.A.** Assistant Professor of Retailing

## Advisory Committee, 1981-82

### Angel Algeri

Divisional Merchandise Manager, Commonwealth Trading

### Philip Barach

Chairman and Chief Executive Officer, The United States Shoe Corporation

### Gilda Block

Vice President and Sales Promotion Director, May Merchandising Corporation

### Virginia Caillouette

Vice President for Employee Relations, Macy's

### William Chouinard

Executive Vice President, Greater Boston Chamber of Commerce

### Grace Eastler

Vice President (Retired), Gilchrist's

### Karen Gillespie

Adjunct Professor in Business Education, New York University

### Carol Goldberg

Senior Vice President, The Stop & Shop Companies, Inc.

### Betty Emhoff Green

President, Women's Market Merchandising Corp., Hart Schaffner & Marx

### William Holmes

President, Simmons College

### Merwin Kaminstein

Chairman of the Board, Filene's

### William Phipps

Executive Secretary, Retail Trade Board

### Walter Salmon

Professor, Harvard Business School

### Maurice Segall

President, Zayre Corporation

### Richard Shapiro

President, Apparel Division, W. R. Grace Company

### Lorraine Shaw

Vice President and Divisional Merchandise Manager, I. Magnin, San Francisco

### Milton Shuch

Director, Prince Retailing Program, Simmons College

### Elliot Stone

President and Chief Executive Officer, Jordan Marsh

### Nancy Talbot

Executive Vice President, The Talbots

## Associate, 1981-82

### Jacqueline Sullivan *Associate in Retail Management*

Director, Executive Recruitment and Development, Filene's

## Department of Mathematics

The increasing complexity and quantification of our society have made mathematics important to people trying to solve problems in such diverse fields as sociology, economics, physics, psychology, and biology. In addition, mathematics continues to appeal to many as an intellectual discipline, art form, or game.

The concentration in mathematics is designed to provide a strong background as well as to expose students to the major areas of mathematics. By her choice of electives, a student may prepare herself for graduate school or for a career in teaching, statistics, business or scientific programming, or operations research.

Furthermore, many opportunities exist for students who are interested in mathematics and other disciplines. Interdepartmental concentrations exist with the Biology, Chemistry, Economics, Education, Management, Nursing, Psychology, and Physics Departments. Other fields may also be combined fruitfully with mathematics. Students interested in joint concentrations should consult with the chairmen of the departments involved.

## Concentration in Mathematics

### Requirements

Mth. 110, 111, 120, 121, 124, and 125 (all normally completed by the end of the sophomore year); Mth. 130; 12 more semester hours from mathematics courses numbered in 130's and 140's; Mth. 176. (Mth. 176 may be taken as early as the freshman year.) In addition, at least four semester hours of independent study must be completed in the Mathematics Department. The choice and timing of electives must be approved by the student's adviser. With the approval of the Chairman, a mathematics course numbered 250, 260, or 290 may be used as one of the three elective courses. There is an honors program in mathematics.

**Independent Study.** Mth. 143, 146, 177, and 290 require a large degree of independent work and may be used to fulfill the independent study requirement, as may Mth. 250.

**Dual Majors.** In addition to the concentration in mathematics, the Department offers dual concentrations with applied computer science, biology, chemistry, economics, finance, management, nursing, physics, psychology, and secondary school education. Interested students should consult a member of the Department of Mathematics.

**Double Degree Program in Engineering.** In cooperation with Dartmouth College, Simmons offers a double degree program in engineering. A student completing this program will earn a Bachelor of Science degree from Simmons and a Bachelor of Engineering from Dartmouth. The program takes

\*On sabbatical leave first semester 1981-82.



five years (the standard length of a B.E. program at Dartmouth) of which the first, second, and fourth years are at Simmons and the third and fifth years are at Dartmouth.

Interested students should contact Margaret Menzin in the Department of Mathematics or Edward Prenowitz in the Department of Physics before deciding on their freshman courses. The usual program for the freshman year includes Mth. 110, 111 (or 120, 121), and Phy. 112, 113.

**Applied Computer Science.** Students interested in this concentration should consult page 86 of this catalog.

## Courses

### **Mth. 101-1, 2 Introduction to Mathematics: Level I** 4 sem. hrs.

*Prereq.: recommendation of the Department.*

Review of arithmetic including percents, proportion and geometric formulae. Equations; polynomials; rational expressions; problem solving.

### **Mth. 102-1 Introduction to Mathematics: Level II** 4 sem. hrs.

*Prereq.: recommendation of the Department.*

Review of topics from algebra, including equations, polynomials, graphing, systems of equations, rational expressions, inequalities, functions, and problem solving.

**Please note:** The computational competency requirement (required of students entering Simmons September 1982 and thereafter) may be fulfilled by satisfactory completion of either Mth. 101 or Mth. 102. However, since there is considerable overlap in Mth. 101 and 102, no student may receive credit for both courses. Placement into Mth. 101 or 102 will be determined by the Department through the Mathematics Placement Exam.

### **Mth. 104-1, 2 Finite Mathematics** 4 sem. hrs.

*Prereq.: high school algebra.*

The language of mathematics; set theory, logic, and functions. Also, topics from vectors, matrices, combinatorics, and graph theory. Does not fulfill requirements of the mathematics concentration. *Members of the Department.*

### **Mth. 108-1, 2 Introductory Statistics** 4 sem. hrs.

*Prereq.: high school algebra.*

Intended primarily for students in the biological, behavioral, or social sciences. Elementary principles of probability; binomial and normal distributions; sample statistics; estimation and testing of statistical hypotheses; nonparametric tests; linear regression and correlation. Does not count towards Departmental credit. *Members of the Department.*

### **Mth. 110-1 Calculus I** 4 sem. hrs.

*Prereq.: trigonometry and coordinate geometry or consent of the instructor.*

Analytic geometry. Functions. Limits and continuity. Differential calculus. Applications to extrema, physical problems, etc. *Members of the Department.*

### **Mth. 111-2 Calculus II** 4 sem. hrs.

*Prereq.: Mth. 110 or equivalent.*

Integral calculus and applications to area, volume, etc. Transcendental functions. Techniques of integration. Polar coordinates. Improper integrals. *Members of the Department.*

### **Mth. 120-1 Calculus III** 4 sem. hrs.

*Prereq.: Mth. 111 or equivalent.*

Vectors in three-dimensional space. Elementary analytic geometry of curves and surfaces in three dimensions. Partial derivatives. Double integrals.

### **Mth. 121-2 Calculus IV** 4 sem. hrs.

*Prereq.: Mth. 120.*

Multiple integration. Line and surface integrals. Infinite series and Taylor's theorem. Ordinary differential equations. Fourier series.

### **Mth. 124-1 Linear Algebra** 4 sem. hrs.

*Prereq.: sophomore standing or consent of the instructor.*

Real vector spaces. Linear transformations. Inner products. Matrix theory and determinants. Applications. Selected topics from complex vector spaces, dual spaces, differential operators, etc. *Menzin.*

### **Mth. 125-2 Algebraic Structures** 4 sem. hrs.

*Prereq.: Mth. 124.*

Set theory and basic number systems. Groups, rings, integral domains, and fields. Prime decomposition of integers. Selected topics from field extensions, Sylow groups, and ring theory. *Menzin.*

### **Mth. 126-2 Differential Equations** 4 sem. hrs.

*Prereq.: Mth. 111.*

The study of differential equations. Emphasis will be placed on applications as well as methods of solution and structure of solution spaces. Topics will include: solution and application of first and second order equations; existence theorems; linear equations; transforms; series solutions; application; difference equations. *Stern.*

### **Mth. 130-1 Introduction to Real Analysis I** 4 sem. hrs.

*Prereq.: Mth. 121 and 124.*

Preliminary discussion of set theory. The set of real numbers. Sequences and series. Elementary topology of the real line. Continuity of functions of a real variable. *Browder.*

### **Mth. 131-2 Introduction to Real Analysis II** 4 sem. hrs.

*Prereq.: Mth. 130.*

Continuity and differentiability of functions of a real variable. Spaces of continuous functions. Measure theory and introduction to Lebesgue integration. *Browder.*

### **Mth. 132-1 Topics in Geometry** 4 sem. hrs.

*Prereq.: Mth. 111 and 124.*

*Offered at Emmanuel College as Mth. 318.*

A selection of topics from projective geometry, affine geometry, Euclidean and non-Euclidean geometries, inversive geometry. *Keezer.*

### **Mth. 138-1 Probability Theory** 4 sem. hrs.

*Prereq.: Mth. 121.*

General probability distributions. Moments and moment generating functions. Transformation of variables. Addition and limit theorems. Stochastic processes. *Goldman.*

### **Mth. 139-2 Mathematical Statistics** 4 sem. hrs.

*Prereq.: Mth. 138.*

Point and interval estimation. Principles of estimation. Tests of hypotheses. Neyman-Pearson theory. Likelihood ratio tests. Sequential tests. Nonparametric tests. Decision functions. Bayes solutions. *Goldman.*

### **Mth. 141-2 Complex Variables** 4 sem. hrs.

*Prereq.: Mth. 130.*

Complex number system. Analytic functions, differentiation, and the Cauchy-Riemann equations. Complex integration, Taylor and Laurent series, and residues. Conformal mapping.

### **[Mth. 143-2 Elementary Topology** 4 sem. hrs. Not offered in 1981-82.]

*Prereq.: Mth. 130.*

Topological spaces. Connectedness and compactness. Limits and continuity. Separation and countability axioms. Metric spaces. Completeness. *Garberson.*

**Mth. 146-1 Numerical Methods 4 sem. hrs.**

*Prereq.: Mth. 121, 124, and 176.*

Numerical solutions of polynomial equations. Differences and interpolation. Numerical differentiation and integration. Extensive programming.

**Mth. 176-1 Introduction to Fortran IV Programming 4 sem. hrs.**

Introduction to machine language and organization of digital computers. Assembly and compilation. Detailed description of Fortran IV, including use of conditional statements, logical and array variables, functions, and subroutines. Fortran exercises run in both batch and time-sharing modes.

**Mth. 177-2 Systems Programming 4 sem. hrs.**

*Prereq.: Mth. 176.*

Computer organization, modules, and architecture; programming systems including construction of assemblers, compilers, and operating systems with examples from OS360. Special topics such as computer graphics as time permits. Does not count toward mathematics concentration.

**Mth. 179-2 Statistics in Research 4 sem. hrs.**

*Prereq.: Mth. 108 and junior standing or consent of the instructor.*

A study of the major types of statistical data analysis in the context of quasi-experimental designs, observational studies, and sample surveys. Special emphasis will be placed on the relationship between the collection and analysis of data. Does not fulfill requirements of mathematics concentration. *Goldman.*

**Mth. 189-2 Mathematics of Decision Making 4 sem. hrs.**

*Prereq.: sophomore standing or consent of the instructor.*

Linear programming, Bayesian statistics and other mathematical models useful for decision-making. Topics are logically developed and then applied to problems in management, social science, and behavioral science. Does not count toward mathematics concentration.

**Mth. 250-1, 2 Independent Study in Mathematics**

*Members of the Department.*

**Mth. 260-1, 2 Directed Study in Mathematics**

*Members of the Department.*

**Mth. 290-1 Senior Seminar in Mathematics 4 sem. hrs.**

*Prereq.: recommendation of the Department.*

An advanced topic in mathematics will be investigated by students, with emphasis on developing research skills. The topic will usually draw on more than one area of mathematics. *Members of the Department.*

**Faculty**

**David S. Browder, Ph.D.** Associate Professor of Mathematics and Chairman of the Department of Mathematics

**Margaret Schoenberg Menzin, Ph.D.** Professor of Mathematics and Coordinator of Applied Computer Science Program

**Robert N. Goldman, Ph.D.** Associate Professor of Mathematics

**John D. Garberson, Ph.D.** Assistant Professor of Mathematics

**W. David Novak, Ph.D.** Assistant Professor of Mathematics

**Lynnell E. Stern, Ph.D.** Assistant Professor of Mathematics

**Norma Mosby** Secretary for the Departments of Mathematics and Physics

**Department of Nursing**

Simmons College has been committed to the education of nurses since 1902. In 1915 a Department of Public Health Nursing was established and served as the forerunner for the School of Nursing of Simmons College which began in 1934. Reorganization of the College in 1965 led to the development of the present Department of Nursing. In 1977, the Department of Nursing initiated a Graduate Program in Primary Health Care Nursing. (For information about the Master of Science Degree Program see page 97.)

The Department of Nursing believes that liberal education and nursing education are essential preparation for the professional nurse. The liberal arts and sciences, in combination with the concentration in nursing, serves as a foundation for a variety of careers in professional nursing. Graduates of the program are prepared to meet the primary, acute, and long-term health needs of clients in a variety of settings, as well as coordinate health services, deliver humanistic nursing care, and engage in health assessment and health maintenance. Graduates may practice in community health agencies and programs, clinics, hospitals, and extended care facilities.

Graduates are awarded the Bachelor of Science degree and may qualify for admission to graduate schools offering advanced degrees in nursing.

Graduates are eligible to write the licensure examination given by the Board of Registration in Nursing, Commonwealth of Massachusetts. Satisfactory scores on this examination entitle the applicant to practice as a registered nurse.

The program is accredited by the National League for Nursing. The Department is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing.

**Concentration in Nursing**

Theoretical concepts related to the professional practice of nursing are developed through an understanding of the systems of the individual, family, group, and community. Nursing processes provide the methodology for assessing the adaptive responses of clients, planning nursing interventions, and evaluating efforts to promote and maintain optimal levels of wellness and to prevent illness. Psychosocial concepts, research, health assessment skills, nutrition, pharmacology, growth and development, and experiential group process are integrated content. The educational process exists to help the students become self-directed, creative, and socially responsive women.

**Requirements**

The student concentrating in nursing must fulfill the distribution and depth requirements of the College. It is advised that English and foreign language requirements be completed during the first and second years. Students interested in nursing are also advised to take the courses in chemistry and general biology in the freshman year. Prior to the junior year, each student must have completed a certified course in cardiopulmonary resuscitation. Prior to the senior year each student is required to



participate in a Department-approved experiential group. Students may elect independent study (courses numbered 250) in nursing or another discipline appropriate to their academic program.

The College requirement of eight semester hours of independent learning opportunities is fulfilled through the independent learning component of nursing courses and four semester hours of Nur. 290, Integrative Seminar.

Courses in the nursing concentration are taken in the following sequence:

- Nur. 280 Nursing of Families: Childbearing and Female Health
- Nur. 282-284 Nursing of Children and Adults
- Nur. 286-288 Nursing in the Community

The nature of the clinical facilities and resources available may make it necessary to limit the number of students in the nursing concentration. A student must obtain an acceptable level of academic performance prior to entering the nursing concentration.

A student must maintain an acceptable level of clinical and academic performance to progress to the next nursing course. Progression is also affected by professional behavior and health status. Students receive criteria regarding academic performance, professional behavior, and health requirements upon entrance into the nursing concentration.

Students in the Department of Nursing should anticipate the following approximate expenses in addition to the basic fees: uniforms, \$100; transportation to clinical settings, \$200; professional liability insurance coverage, \$50; N.L.N. Achievement Tests, \$10.

### Prerequisites

*Prior to Nur. 280*

- Chm. 111 Introductory Chemistry: Inorganic and Physical
- or
- Chm. 113 Principles of Chemistry and
- Chm. 112 Introductory Chemistry: Organic
- Bio. 113 General Biology I
- Bio. 115 General Biology II
- Bio. 121 Microbiology
- Bio. 122 Human Anatomy

*Prior to or concurrent with Nur. 280*

- Bio. 134 Physiology

*Prior to Nur. 282*

- Psy. 120 Introduction to Psychology
- Psy. 135 Developmental Psychology

*Prior to Nur. 286*

- Soc. 118 Introduction to Sociological Thought
- Soc. 126 Sociology of Health
- or
- Eco. 144 Economics of Health Care

### Courses

#### **Nur. 280-2 Nursing of Families: Childbearing and Female Health: Nursing I 8 sem. hrs.**

*Prereq.: Bio. 113, 115; Chm. 111 or 113, Chm. 112 or 114, Bio. 121, 122. Prereq. or concurrent: Bio. 134.*

A one-semester course introducing basic nursing skills and philosophy, concepts, and principles related to professional nursing. Students learn to utilize the nursing process in providing health care to clients in selected clinical settings; to deal with changes in the health status of clients; and to study family systems within their total environment. *Members of the Department.*

#### **Nur. 282-1 and Nur. 284-2 Nursing of Children and Adults: Nursing II and III 8 sem. hrs. each.**

*Prereq. to Nur. 282-1: Nur. 280, Psy. 120, Psy 135.*

*Prereq. or concurrent to Nur. 282-1: Soc. 118.*

Sequential courses integrating concepts relevant to the promotion of health, treatment of illness, and rehabilitation of children and adults in a variety of clinical settings.

Students initiate nursing care related problems to major health problems. Physical assessment skills are learned and utilized to augment the nursing process. Knowledge acquired in the liberal arts and prerequisite courses is synthesized and incorporated as vital information in understanding the impact of illness on individuals and families.

Opportunities are provided to practice nursing care with increasing depth, complexity, and independence while demonstrating the use of nursing processes during the crisis of hospitalization. Interdisciplinary collaboration fosters growth in professional communication skills and often provides opportunity for leadership and client advocacy. *Members of the Department.*

#### **Nur. 286-1 and Nur. 288-2 Nursing in the Community: Nursing IV and V 8 sem. hrs. each.**

*Prereq. to Nur. 286: Nur. 284, Soc. 126, or Eco. 144.*

Sequential courses integrating theoretical concepts relating to systems and the delivery of health care. Emphasis is on a holistic approach whereby both physical and psychosocial alterations of function are included.

Nursing practice includes work with individuals, families, and groups in primary care agencies such as the Visiting Nurse Association, neighborhood health centers, and community mental health centers. Critical assessment of community programs and methods of nursing interaction to meet the health needs of the people in the community are stressed. Students fulfill the independent learning component through a community study and a systematic study of a specific group of which they are a part. *Members of the Department.*

#### **Nur. 250-1, 2 Independent Study 4 or 8 sem. hrs.**

*Prereq.: consent of the Department.*

An individualized opportunity to study an issue or topic relevant to the theory and/or practice of nursing. Analytic approaches developed to enhance critical thinking. The processes of library research, clinical research or analysis of advanced clinical practice are utilized. *Members of the Department.*

#### **Nur. 260-1, 2 Individual Study 4 or 8 sem. hrs.**

*Prereq.: consent of the Department.*

An opportunity for an individual or group to explore an area of nursing theory and/or practice not duplicated in the existing curriculum. *Members of the Department.*

#### **Nur. 290-1, 2 Integrative Seminar 4 sem. hrs.**

*Prereq.: Nur. 284 or consent of the instructor.*

Opportunity to associate knowledge and principles from general education, nursing education, and nursing practice to current issues relevant to the group. Independence, self-direction, and understanding of group interaction in the teaching-learning process are stressed. *Members of the Department.*

## Faculty

**Phyllis Parnes Moore, R.N., D.Sc.** *Professor of Nursing and Chairman of the Department of Nursing*

**Roberta Levy Gantz, R.N., Dr.P.H.** *Associate Professor of Nursing and Director of the Graduate Program*

**Alice Marie Hosack, R.N., M.A., D.S. in Hyg.** *Professor of Nursing*

**Helen J. Fenstermacher, R.N., M.S.** *Associate Professor of Nursing*

**Ann Elizabeth Lord, R.N., M.S.** *Associate Professor of Nursing*

**Helen Chorak McLaughlin, R.N., M.S.** *Associate Professor of Nursing*

**Lois Estelle Schoppee, R.N., M.S. in Ed.** *Associate Professor of Nursing*

**\*Maria N. Bueche, R.N., M.S.** *Assistant Professor of Nursing*

**Penelope M. Glynn, R.N., C., M.S.N.** *Assistant Professor of Nursing*

**Martha J. Kleinerman, R.N., C., M.S.** *Assistant Professor of Nursing*

**Denise M. Ross, R.N., M.S.** *Assistant Professor of Nursing*

**Elizabeth P. Howard, R.N., M.S.,** *Instructor in Nursing*

**Janice L. Macklin, R.N., M.S.** *Instructor in Nursing*

**Tish A. Thornley, R.N., M.S.N.** *Instructor in Nursing*

**Susan Blanckenship, R.N., C., M.S.N.** *Adjunct Instructor in Nursing and Clinical Nursing Coordinator, Graduate Program*

**Margaret B. Jernigan, R.N., M.S.** *Special Instructor in Nursing*

**Susan Wainger, M.D.** *Lecturer on Primary Health Care, Graduate Program*

**Diane Hammer, B.A.** *Administrative Assistant for the Department of Nursing*

**Lucilia Prates** *Secretary for the Department of Nursing*

**Julia G. Ward** *Secretary for the Department of Nursing*

## Adjunct Faculty

**Robert Banzett, Ph.D.** *Lecturer, Human Physiology, Graduate Program*

**Margaret L. Harbison, V.M.D.** *Lecturer, Human Physiology*

**Stephen H. Loring, M.D.** *Lecturer and Clinical Consultant, Human Physiology*

**Patricia McArdle, Ed.D.** *Instructor, Department of Preventive and Social Medicine, Harvard Medical School*

**Steven L. Sneddon, Sc.D.** *Lecturer, and Course Coordinator, Human Physiology*

**Ann Y. Watson, Sc.D.** *Lecturer, Human Physiology*

**Dieter Koch-Weser, M.D.** *Professor and Chairman, Department of Preventive and Social Medicine, Harvard Medical School*

## Associates, 1981-82

**Carolyn Bilodeau, R.N., M.S.** *Associate in Nursing Nurse Group Psychotherapist*

**Jane Gardner, M.S., D.S.** *Associate in Nursing, Assistant Professor, Harvard School of Public Health*

**Marie E. Snyder, R.N., M.S., J.D.** *Associate in Nursing, Attorney-at-Law, and Nurse Psychotherapist*

## Agency Affiliates and Associates in Nursing, 1981-82

### Beth Israel Hospital

Joyce C. Clifford, R.N., M.S.N.

Vice President for Nursing

Sue Foster, R.N., M.S., F.A.A.N.  
Director, Nursing Education

Ann Yoder, R.N., M.S.  
Director, Ambulatory Nursing Services

Carolyn Gifford, R.N., M.S.  
Nursing Coordinator, B.I.A.C.

### Braintree Hospital

Elaine Angelloni, R.N., M.S.  
Director of Nursing

### Brigham and Women's Hospital

Marion Metcalf, R.N., M.S.  
Vice President for Nursing

Patricia McGrath, R.N., M.S.  
Director of Ambulatory and Community Nursing

Jane Knight, R.N., M.S.  
Assistant Director of Ambulatory and Community Nursing

H. Richard Nesson, M.D.  
Vice President of Ambulatory and Community Health Services

Doris Bloom, B.A.  
Patient Registry Coordinator

### Brookside Park Family Life Center

Ann Keith, R.N., M.P.H.  
Director, Medical Unit

Joanne Dillman, R.N., M.S.N.  
Nursing Coordinator

### Carney Hospital

Pamela Helmsold, R.N., M.S.  
Clinical Director for Outpatient Nursing and Consultant to Neighborhood Health Centers

### Children's Hospital Medical Center

Ann Black, R.N., M.S.  
Director of Nurses

### Dimock Community Health Center

Janet Gawles, R.N., C., M.S.  
Adult Nurse Practitioner

### Erich Lindemann Mental Health Center

Maureen Galvin, R.N., M.S.N.  
Assistant Unit Chief and Director of Nurses for Inpatient Services

Helen Morley, R.N., M.S.N.  
Clinical Specialist, East Boston-Winthrop Community Counseling Center

### Harvard Community Health Plan

Marcia K. Hoch, R.N., M.S.  
Director of Nursing Services

Ann Roy, R.N., M.S.  
Adult Nurse Practitioner

### Kennedy Memorial Hospital for Children

Sister Lois Ann Van Delft, F.M.M.  
Director of Nursing

### Martha Eliot Health Center

Patricia Fitzpatrick, R.N., B.S.  
Director of Nursing Services

\*On sabbatical leave entire year 1981-82.



**North End Community Health Center**

Elaine Wilson, B.S.  
Director

**Norwood Hospital**

Marsha E. Greenberg, R.N., B.S.  
Director of Nursing Service

**M.A. Castriote Health Center**

Joanne Gricies, R.N., C., M.S.  
Adult Nurse Practitioner

**South Boston Community Health Center**

Bernard Killarney  
Executive Director

Harvey Bidwell, M.D.  
Medical Director

**Teradyne, Inc.**

Virginia Minnichelli, R.N., C.  
Adult Nurse Practitioner

**Veterans Administration Medical Center, West Roxbury**

Hazel Best, R.N.  
Director of Nursing

Richard Winicoff, M.D.  
Associate Chief of Staff for Ambulatory Services

Denise Perron, R.N., C., M.S.  
Adult Nurse Practitioner

**Visiting Nurse Association of Boston**

Alice Dempsey, R.N., M.A.  
Executive Director

Joan E. Goldsberry, R.N., M.S.N.  
Associate Director

Deborah Hyland, R.N., M.P.H.  
Area Director

**Department of Nutrition**

The Department of Nutrition offers undergraduate concentrations in preparation for positions open to the college graduate in the fields of food and nutrition, in dietetics, or for graduate work in these areas. The Department provides an opportunity for any student in the College to explore those contemporary issues in nutrition that affect the quality of life for herself and for her community.

Professional opportunities for nutrition concentrators are available in a variety of settings. Graduates prepared in foods and nutrition may pursue careers in such diverse areas as research, industry, education, and government. Students may wish to combine their study of nutrition with concentrations in biology, chemistry, communications, education, management, or psychology. Other programs can also be designed. Dietitians practice in

primary prevention programs and in acute and long-term health care facilities. The Department offers undergraduate dietetic specialization in both community nutrition and clinical dietetics. For some careers, such as dietetics and research, postgraduate education is required.

Departmental course requirements are described below. Students are advised to include a selection of courses from the humanities, social and natural sciences in their educational program. Students interested in research careers in nutrition and food science should plan to take additional courses in science and mathematics.

**Concentration in Foods and Nutrition****Requirements**

Students interested in a concentration in Foods and Nutrition should plan the following course sequence from the Departmental offerings:

- Ntr. 101 Food Science
- Ntr. 111 Ecology of Food and Nutrition
- Ntr. 201 Advanced Food Science
- Ntr. 211 Human Nutrition
- Ntr. 212 Nutrition in Metabolic Disorders
- or
- Ntr. 291 Nutrition through the Lifespan
- Ntr. 213 Research Methods in Nutrition

**Prerequisites**

- Chm. 111 Introductory Chemistry: Inorganic and Physical
- or
- Chm. 113 Principles of Chemistry
- Chm. 112 Introductory Chemistry: Organic
- or
- Chm. 114 Organic Chemistry I
- Chm. 123 Introductory Chemistry: Biological
- Bio. 113 General Biology I
- Bio. 115 General Biology II
- Bio. 121 Microbiology
- Bio. 122 Human Anatomy
- Bio. 134 Physiology
- Mth. 108 Introductory Statistics

**Nutrition Education:** For those students who wish to teach nutrition in public schools. In addition to those courses designated in the concentration in foods and nutrition, education courses (including student teaching) are required. Teacher certification requirements in Massachusetts are met by successful completion of the program. For further information and suggested course sequence, consult the Department Chairman at the beginning of the freshman year.

**Concentration in Dietetics**

The Departmental concentrations in Clinical Dietetics and Community Nutrition are programs which are approved by the American Dietetic Association under the title of Minimum Academic Requirements, Plan IV.

All students should plan the basic program outlined below, and then choose one of the two areas of specialization offered by the Department. Stu-

dents are expected to meet Departmental criteria regarding academic performance, health status, and professional behavior in following these courses of study. Each of these programs must be followed by either an approved dietetic internship or graduate work at other institutions.

### Course Work for the Basic Program

- Bio. 113 General Biology I
- Bio. 115 General Biology II
- Bio. 121 Microbiology
- Bio. 122 Human Anatomy
- Bio. 134 Physiology
- Chm. 111 Introductory Chemistry: Inorganic and Physical
- or
- Chm. 113 Principles of Chemistry
- Chm. 112 Introductory Chemistry: Organic
- or
- Chm. 114 Organic Chemistry I
- Chm. 123 Introductory Chemistry: Biological
- Eco. 101 Principles of Economics—Macroeconomics
- or
- Eco. 102 Principles of Economics—Microeconomics
- Mgt. 127 Dynamics of Management
- or
- Mgt. 147 Organizational Behavior
- Mth. 101 Introduction to Mathematics
- or
- Mth. 104 Finite Mathematics
- or
- Competency equal to intermediate algebra prior to college entrance
- Mth. 108 Introductory Statistics
- Ntr. 101 Food Science
- Ntr. 111 Ecology of Food and Nutrition
- Ntr. 201 Advanced Food Science
- Ntr. 211 Human Nutrition
- Ntr. 212 Nutrition in Metabolic Disorders
- Psy. 120 Introduction to Psychology
- Soc. 118 Introduction to Sociological Thought
- or
- Edu. 137 Growth and Change in Individuals and Families

### Course Work for Specialization in Clinical Dietetics

- Ntr. 231 The Practice of Clinical Dietetics
- Ntr. 248 Foodservice Systems Management (strongly recommended)
- Ntr. 213 Research Methods in Nutrition
- or
- One of the senior seminars (Ntr. 290 series)

### Course Work for Specialization in Community Nutrition

- Ntr. 237 The Practice of Community Nutrition
- Ntr. 248 Foodservice Systems Management
- Ntr. 281 Advanced Practice in Community Nutrition
- or
- Ntr. 291 Nutrition through the Lifespan
- or
- Ntr. 292 Practicum in Nutrition Counseling: The Nutritionist-Client Relationship

### Required Independent Study or Senior Seminar

At least four semester hours of independent study must be fulfilled by enrolling in a senior seminar (courses numbered in the Ntr. 290 series). The remaining four semester hours may be met by a senior seminar, Ntr. 250, Ntr. 280, Ntr. 281, or by an appropriate course in another academic department.

### Courses

#### Ntr. 101-1, 2 Food Science 4 sem. hrs.

Study of the nutrient composition of foods and the application of scientific principles to food preparation, with emphasis on nutritional and sanitary dimensions of food-handling practices. Lecture and laboratory. Laboratory coat required. *Dichter.*

#### Ntr. 110-1 Sociocultural Implications of Nutrition 4 sem. hrs.

This course is designed to acquaint students with the study of food behavior, particularly as reflected in the food patterns of various groups that have immigrated to Boston throughout the history of the city. The course includes field trips and group projects. *Herbold.*

#### Ntr. 111-1, 2 Ecology of Food and Nutrition 4 sem. hrs.

The fundamentals and recent developments in the science of nutrition as they relate to the needs of individuals and groups. The relation of nutrition to major public health problems will be considered. Laboratory and lecture.

#### Ntr. 201-1, 2 Advanced Food Science 4 sem. hrs.

*Prereq.: Ntr. 101, Chm. 123; Bio. 121 is recommended.*

Application of organic chemistry to the study of food science. A critical analysis of colloid chemistry, modern food production and preservation methods, and food safety. The laboratory focus will be on experimental design and evaluation. Each student will present a seminar and conduct an independent laboratory research project. Laboratory coat required. *Dichter.*

#### Ntr. 211-1 Human Nutrition 4 sem. hrs.

*Prereq.: Bio. 134, Chm. 123, Ntr. 111, or consent of the instructor.*

An in-depth consideration of the metabolic role of nutrients at the cellular level. Food sources and allowances of nutrients are examined, along with the complete cycle of nutrient ingestion, absorption, utilization and excretion. Basic concepts in physiology and biochemistry are examined in terms of nutrient function. *Mason.*

#### Ntr. 212-2 Nutrition in Metabolic Disorders 4 sem. hrs.

*Prereq.: Ntr. 211.*

The study and evaluation of human nutritional needs in physiologic stress. Emphasis will be placed on the underlying pathophysiologic mechanisms of disease and the nutritional component of treatment.

#### [Ntr. 213-1 Research Methods in Nutrition 4 sem. hrs.

Offered alternate years. Not offered 1981-82.]

*Prereq.: Ntr. 211.*

Designed to introduce students to research methodologies, with a particular focus on methods and materials used in nutritional research. Lectures will be supplemented with field trips. Students will design, execute, and evaluate a simple nutritional experiment. *Kreutler, Mason.*

#### Ntr. 231-2 The Practice of Clinical Dietetics 4 sem. hrs.

*Prereq.: Ntr. 101, Ntr. 111; consent required.*

An introductory course in the practice of clinical dietetics, including methods in client interviewing and assessment of nutrient intake and food practices. Laboratory coat and name pin required. *Herbold, Mason.*



**Ntr. 237-1 The Practice of Community Nutrition 4 sem. hrs.**

*Prereq.: Ntr. 101, Ntr. 111, Psy. 120; consent required.*  
Community nutrition is the practice of applied nutrition and nutrition education in both health care and other settings. Emphasis will be placed on the principles of education that are basic to effective learning by the clients. Federal programs aimed at nutrition-related health problems will be examined. Students will be assigned to community field work placements. *Herbold.*

**Ntr. 248-1 Foodservice Systems Management 4 sem. hrs.**

*Prereq.: Ntr. 101, Eco. 101 or Eco. 102, Mgt. 127 or Mgt. 147, or consent of the instructor.*

*Enrollment: junior or senior standing.*

Current practices related to the management of feeding individuals and groups on nutritionally sound and cost effective bases. Field trips, project reports, and case study methods will be used to apply the principles involved in technical operations, personnel supervision, and consumer satisfaction. Emphasis will be placed on volume feeding programs in the community and their effectiveness as related to maintenance of health. Laboratory coat required.

**Ntr. 250-1, 2 Independent Study in Nutrition 4 or 8 sem. hrs.**

*Prereq.: consent of the Department.*

Independent study in one of the areas of nutrition. *Members of the Department.*

**Ntr. 260-1, 2 Individual Study 4 sem. hrs.**

*Prereq.: consent of the instructor.*

*Members of the Department.*

**Ntr. 280-1, 2 Field Experience in Nutrition 4 or 8 sem. hrs.**

*Prereq.: consent of the Department.*

Individual field experience in one of the areas of nutrition. *Members of the Department.*

**Ntr. 281-2 Advanced Practice in Community Nutrition 4 sem. hrs.**

*Offered alternate years. Will be offered in 1981-82.*

*Prereq.: Ntr. 211, Ntr. 212 (or concurrent), Ntr. 237; consent required.*

An advanced course in community nutrition theory and practice. Emphasis will be placed on evaluating the effectiveness of a variety of community nutrition programs and increasing skills in the counseling of clients, families, other health professionals, and the public at large. Each student will examine in depth a particular problem in community nutrition. *Herbold.*

**Ntr. 290-2 Seminar in Nutrition Literature 4 sem. hrs.**

*Offered alternate years. Will be offered 1981-82.*

*Prereq.: Mth. 108, Ntr. 211.*

The seminar is devoted to the interpretation and evaluation of the research literature in nutrition and dietetics. The specific objectives for the student are to develop and/or increase the ability to evaluate and interpret research literature, to plan and lead an organized discussion on a specific topic related to the discipline, to participate in the presentation of other student discussions, and to add to the knowledge of the discipline. *Mason.*

**[Ntr. 291-2 Nutrition through the Lifespan 4 sem. hrs.]**

*Offered alternate years. Not offered in 1981-82.]*

*Prereq.: Ntr. 211 and at least one year of college behavioral science.*

A seminar devoted to an in-depth examination of human nutrient requirements during each stage of the life cycle. Recent developments in nutrition research as they apply to each age group will be covered. The study of nutrition and food behavior is considered within a framework of biophysical and psychosocial development. *Herbold.*

**Ntr. 292-2 Practicum in Nutrition Counseling: The Nutritionist-Client Relationship (Seminar) 4 sem. hrs.** Offered alternate years. Will be offered 1981-82.

*Prereq.: Ntr. 101, Ntr. 212 (or concurrent), Psy. 120, Psy. 140 (recommended); consent required.*

This practicum emphasizes the development of the nutritionist-client relationship on a one-to-one basis. The focus throughout the practicum will be the integration of nutritional information with appropriate nutrition counseling. Through a series of nutrition counseling interviews with one or more clients the student will explore the extent to which her own assumptions and responses affect her perception and behavior toward the client. Through critical analysis of taped interviews the student will analyze and develop her own style of nutrition counseling. *Bevacqua.*

**[Ntr. 293-2 Seminar in Dietetic Practice Theory 4 sem. hrs.]**

*Offered alternate years. Not offered in 1981-82.]*

*Prereq.: Ntr. 231.*

A senior seminar designed to engage the learner in a concerted effort to define, in current terms, the varied roles of the clinical dietitian. Issues in the scope of practice as well as the sites of practice will be explored as a means of developing a beginning theoretical base for successful practice. Emphasis will be placed on the understanding and interpretation of the literature in the discipline; other resources, available in the community at large, will be incorporated into the learning experience as the needs arise. *Mason.*

## Faculty

\***Patricia A. Kreutler, Ph.D.** Associate Professor of Nutrition and Chairman of the Department of Nutrition

**Marion Mason, Ph.D., R.D.** Ruby Winslow Linn Professor of Nutrition and Acting Chairman of the Department of Nutrition

**Katherine M. Bevacqua, M.S., M.Ed.** Associate Professor of Family Economics

**Carole R. Dichter, M.S.** Assistant Professor of Food Science

**Nancie Harvey Herbold, M.S., R.D.** Assistant Professor of Nutrition

**Coral Kenney O'Brien, B.S.** Secretary for the Department of Nutrition

**Bridget Agnes Bowes** Laboratory Assistant

\*On sabbatical leave entire year 1981-82.

## Department of Philosophy

Philosophy is that discipline in which questioning is central. Raising questioning to an art prepares the student for living in a special way. Philosophy cultivates a sensitivity to values, to systems of thought, and to other people. By sharpening the skills of critical analysis and clarity in thinking, philosophy fosters intellectual flexibility to meet any challenge.

The Department of Philosophy offers a choice of three courses of study:

1. an interdisciplinary concentration for the student who may wish to relate her study of philosophy to specialized work in another subject area. Within this discipline, the student will work out an appropriate sequence of courses with her adviser, emphasizing the student's interests and an integrated plan of study. The interdisciplinary concentration consists of 20 semester hours of courses in philosophy and an approved concentration in another area.

2. a concentration with a specialization in Religious Studies. The Religious Studies concentration in philosophy is composed of 28 semester hours of courses in philosophy, including Religious Studies courses from the Philosophy Department offerings, and eight hours of intensive independent study on authors or issues of interest.\* The student is also urged to take related courses outside the discipline that have been approved by her adviser.

3. a standard concentration. The standard concentration in philosophy is composed of 28 hours of philosophy courses, including eight semester hours of intensive and individualized independent study.\* The major includes at least one course in the history of philosophy and one logic course. Where appropriate to the student's study, she is also urged to select English, government, history, art, sociology, or other related courses from outside the discipline.

\*The independent study requirement can be met by Phil. 250, 265, 290, or a combination of these courses.

These concentrations are designed to provide the student with critical understanding of ideas and methods of thinking. Each should prepare the way for further postgraduate work not only in philosophy, but also in law, theology, education, psychology, health fields, and public affairs.

### Courses

**Phil. 119-1 Introduction to Comparative Religion 4 sem. hrs.**  
An introduction to the fundamental belief systems of Hinduism, Buddhism, Judaism, Islam, and Christianity. *Ochs.*

**Phil. 120-1 Problems of Philosophy 4 sem. hrs.**  
Introduction to the perennial problems of philosophy: ethics, metaphysics, religion, theories of knowledge. *Staff.*

**Phil. 121-1, 2 Philosophy of Religion 4 sem. hrs.**  
Faith and meaning. What has religiousness to do with faith in a god, meaning in life, the inevitability of death, the existence of evil, salvation, despair? Can one be a "religious" nonbeliever? *Staff, Art.*

**Phil. 122-1, 2 Modern Logic 4 sem. hrs.**  
A general introduction to logic, traditional and symbolic. *Nicholson.*

**[Phil. 125 Moral Issues in Contemporary Society 4 sem. hrs.**  
Not offered in 1981-82.]  
Discussion and analysis of current and pressing moral issues. What is the relation of individual integrity to social interest? Should we legally enforce morality? Must we tolerate the opinions of others? What are the limits that can be placed on business? In this course, we will investigate morality as it stands in relation to law, to business practices, and to economic and social justice. *Art.*

**Phil. 126-2 Law and Philosophy 4 sem. hrs.**  
An examination of the institution of law from a philosophical point of view. Topics to be discussed include the following: the nature and definition of law; the relationship between law and morality; law and religion; grounds for obedience to law or civil disobedience; justification of punishment; legal reasoning; justification of the advocacy system; professional ethics of lawyers; and Marxist critique of law. *Nicholson.*

**Phil. 127-1 Business Ethics 4 sem. hrs.**  
An application of ethical theories and concepts to the practice of business. Topics to be discussed include the following: pollution and energy problems; corporate responsibility for social problems, such as poverty; consumer rights; ethical limits to advertising; sexism and racism in employment; and just allocation of resources in a capitalist system. *Nicholson.*

**Phil. 130-1 Ethics 4 sem. hrs.**  
This course focuses on the nature of morality and the moral person. What is it to be moral? Why be moral? Through this inquiry, we should become critically aware of our own values, their origins and authority, and the directions our lives may take toward happiness and freedom. Readings include traditional, existential, and humanistic philosophy and literary works. *Art.*

**Phil. 131-2 Ethics of the Helping Professions 4 sem. hrs.**  
This course is a philosophical examination of ethical issues arising in the practice of medicine and biomedical research. The aim of the course is to enable the student to articulate issues clearly; to recognize, formulate, and evaluate arguments given in defense of particular resolutions of these issues; and, where possible, to relate these arguments to major ethical theories. Issues to be discussed include the following: abortion, suicide, euthanasia, the definition of death, infanticide, experimentation on humans, the definition of mental illness, and new reproductive technologies. Readings will include case studies from medical practice and commentary and analysis by medical professionals, lawyers, theologians, and philosophers. *Nicholson.*

**Phil. 132-2 Philosophy of Art 4 sem. hrs.**  
What makes an item of work art? What makes it good or bad? Is beauty only in the eye of the beholder? What role does art play in our being human? *Staff.*

**[Phil. 133 Oriental Philosophy 4 sem. hrs.** Not offered in 1981-82.]  
*Prereq.: four sem. hrs. or consent of the instructor.*  
Emphasis on Hinduism and Taoism, Hinduism as a metaphysic or a religion. Buddhism (including Zen Buddhism) as a philosophy of life. Confucianism as a political philosophy or as an ethic. A Western perspective on these issues will be introduced. *Park.*



**[Phil. 134 Philosophy of Science 4 sem. hrs.** Not offered in 1981-82.]

The nature and methodology of scientific investigation. The relationship between scientific theory and the objects it describes, and between scientific thought and philosophical thought.

**Phil. 136-1 Philosophy of Human Nature 4 sem. hrs.**

Is there a human nature? Can knowing it help us direct our lives and give us values? How do the perceptual, instinctive, passionate, reasoning, and spiritual elements interact? The course will examine differing theories of consciousness advanced by philosophers, novelists, and psychologists to gain insight into freedom and alienation. *Art.*

**Phil. 137-2 Philosophy of Mind 4 sem. hrs.**

The course will discuss the problem of mind/body dualism; the relationship of psychology and religion; myth, symbol and the unconscious; the role of reason and the emotions; creativity; transrational and mystical experiences; freedom. *Staff.*

**Phil. 140-1 An Historical Introduction to Philosophy. 4 sem. hrs.**

Western philosophy's first attempts to deal with reality, value, and meaningfulness. Emphasis on Plato and Aristotle. *Nicholson.*

**[Phil. 142 History of Modern Philosophy 4 sem. hrs.** Not offered in 1981-82.]

Can we know the structure of reality? Do our perceptions correspond to the external world? How can we know other minds? What is the difference between knowledge and true opinion? What is the nature of the self? The course traces the philosophical reawakening and beginning of the modern Age of Reason.

**Phil. 143-2 History of Nineteenth-Century Philosophy 4 sem. hrs.**

Inquiry into some of the major themes of nineteenth-century theory and practice, including the following: the relation of worker alienation to political revolution; anarchist and utopian visions of society; personal despair and human freedom; economic turmoil and unconscious control; wealth and power; and subjectivity and truth. Examination of several competing ideologists, such as Hegel, Marx, Mill, Nietzsche, Proudhon, and Dostoevsky. *Art.*

**Phil. 145-1 Existentialism 4 sem. hrs.**

Can we live the narrow line between boredom and anxiety of indecision? between subjectivity and truth? between freedom and aloneness? between a safe life and a meaningful one? In this course, existentialist theories on the experience of living and on the relationship of consciousness and reality will be discussed. Readings include existentialist literary and philosophical works, with an emphasis on the latter by Kierkegaard, Nietzsche, Camus, and Sartre. *Art.*

**Phil. 150-1 Advanced Comparative Religion 4 sem. hrs.**

Solitude and community, self-love and selflessness, and withdrawal and return in some of the world's greatest religious writings will be discussed. We will explore the tensions between the individual and society in the quest for true identity and God. *Ochs.*

**Phil. 152 Philosophy in Literature 4 sem. hrs.**

Basic questions of philosophy treated through works of literature. *Staff.*

**[Phil. 154 Metaphysics: Freedom and Self 4 sem. hrs.** Not offered in 1981-82.]

Is freedom a blessing or a bane? Does it release us for happiness or cause us despair? Can it bring us closer to others or does it force us into desperate aloneness? Should our lives be in pursuit of this "goal," or in an "escape from freedom"? This course questions the relation of the "absolute self" and the external world, others, one's own passions, emotions, reason, and values. We will undertake an analysis of freedom in an effort to construct a viable theory of the free self. *Art.*

**[Phil. 156 Special Topics in Philosophy of Religion 4 sem. hrs.** Not offered in 1981-82.]

**[Phil. 158 Special Topics in Philosophy 4 sem. hrs.** Not offered in 1981-82.]

**Phil. 250-1, 2 Independent Study 4 sem. hrs.**

*Prereq.: consent of the instructor.*

Sustained examination of a topic not covered in the regular course offerings. *Members of the Department.*

**Phil. 265-0 Senior Thesis and Seminar 8 sem. hrs.**

*Prereq.: consent of the instructor.*

Directed writing of a thesis and participation in a seminar which serves as a forum where students can present the ongoing results of their research to their fellow philosophy majors. *Members of the Department.*

**[Phil. 290-2 Philosophy Seminar 4 sem. hrs.** Not offered in 1981-82.]

An in-depth analysis of a single great philosopher.

## Faculty

\*\*\*Carol Ochs, Ph.D. *Professor of Philosophy and Chairman of the Department of Philosophy*

†Ynhui Park, Ph.D. *Professor of Philosophy*

Susan Nicholson, Ph.D. *Assistant Professor of Philosophy*

Brad Art, B.A. *Instructor in Philosophy and Acting Chairman of the Department second semester 1981-82*

†On special leave entire year 1981-82.

\*\*\*On sabbatical leave second semester 1981-82

## Physical Education

### Phys. Ed. 110-0 Physical Education for First-Year Students *Noncredit*

Participation in two single periods or one double period a week of physical education is required of all first-year students. An adapted program to meet the needs of individuals with medical restrictions is arranged in cooperation with the Health Center. For all students entering Simmons College in the Continuing Education Program and for other students transferring to Simmons College with 64 or more transfer credits, an automatic waiver of the first-year requirement in physical education will be applied.

The freshman requirement is fulfilled through courses that provide opportunities for each student to acquire or improve skills in the activities of her choice, which she can enjoy during and after college. The courses scheduled during the two semesters are dance (ballroom, modern dance, jazz, ballet, folk, and country), sports (badminton, basketball, bowling, crew, fencing, golf, sailing, figure skating, horseback riding, squash, cross-country skiing, swimming, tennis, volleyball), conditioning activities, yoga, figure and fitness workshops, jogging, and weight control.

Additional instructional classes in seasonal sports are offered during the fall and spring terms. Students may enroll in any of these classes in addition to the required periods in the regular program. *Olmstead, Staley, Lorraine.*

### Physical Education for Upperclass Students

While there is no requirement in physical education beyond the first year, upperclass students may, within the limitations of available time and space, elect courses from the regular freshman program.

## Faculty

**Doris Emery Olmstead, Ed.M.** *Associate Professor of Physical Education and Director of Physical Education*

**Anita Lorraine, B.A.** *Special Instructor in Physical Education*

**Mary Staley, B.S.** *Special Instructor in Physical Education*

## Department of Physics

Physics probes the basic laws governing the physical universe, from the realm of the galaxies to the subatomic microcosm. Its fundamental principles apply to these worlds, and to chemical and biological systems as well. The subfields of physics (such as optics, electromagnetism, nuclear physics) provide an understanding of the phenomena of our physical environment, and underlie the common technology which increasingly forms part of that environment.

The physics curriculum is designed to give physics concentrators a strong preparation in the various subfields of physics, and to allow concentrators in other sciences to pursue the application of physical principles to their own fields of study. Physics concentrators prepare for careers in teaching or research; graduate study is required for college teaching and senior research positions.

The physics courses are divided into three levels: introductory (with course numbers in the 110's), intermediate (numbered in the 120's), and advanced (numbered in the 130's). Phy. 110, 111, and 115 are designed as introductory courses for nonscience students and for science students with little mathematical preparation. Also for nonscience students are introductory courses in astronomy and geology. Phy. 112, 113 is the beginning course for science concentrators. At a somewhat higher level and more mathematical than the other introductory courses, it is a prerequisite to the intermediate and advanced courses. In addition, there is an introductory sequence of courses in electronics and microcomputers, Phy. 118, 119, given in conjunction with the Applied Computer Science Program. Students interested in the concentration in applied computer science should consult page 86.

Mth. 120 and Phy. 112, 113 are prerequisite to most intermediate courses. Each advanced course extends the work of one of the intermediate courses, and is designed for the physics major or minor who wishes to pursue some subfield of physics in depth. The decision as to which intermediate and advanced courses are given each year is made in response to the needs of the students.

### Concentration in Physics

The required courses are Mth. 110, 111, and 120; Phy. 112, 113; either Phy. 125 or Mth. 121; and six more semester courses in physics for a total of 12 semester-long courses in mathematics and physics. Of the total of 12 semester-long courses, one or two will be independent study in physics.

### Interdepartmental Concentrations

Interdisciplinary programs are available for students who wish a career in a related field such as astronomy, mathematics, or chemistry. Such programs can be worked out in consultation with a Physics Department adviser. An example of a program that combines mathematics and physics is the following: Mth. 110, 111, Calculus I, II; Phy. 112, 113, Fundamentals of Physics; Mth. 120, Calculus III; Mth. 121, Calculus IV, or Phy. 125, Calculus in the Physical Sciences; two intermediate physics courses (numbered in the 120's); two more math courses above Mth. 111; and two more courses in physics and/or mathematics.

An example of a program that combines chemistry and physics is:

#### *First year*

Chm. 113 Principles of Chemistry

Chm. 114 Organic Chemistry I

Mth. 110 Calculus I

Mth. 111 Calculus II

#### *Second year*

Phy. 112, 113 Fundamentals of Physics

Chm. 125 Organic Chemistry II

Chm. 126 Analysis and Equilibrium

Mth. 120 Calculus III



### Third year

- Chm. 131 The Equilibrium State  
Chm. 132 Structure and Change  
Phy. 120 Waves and Optics  
Phy. 121 Modern Physics

### Fourth year

- Chm. 144 Advanced Physical Chemistry  
Phy. 123 Electricity and Magnetism  
Phy. 131 Quantum Theory and Applications

Another example of a physics-related program is one leading to a career in astronomy. A good undergraduate preparation for astronomy is a physics or math-physics concentration plus a course in astronomy and a course in chemistry.

In cooperation with Dartmouth College, Simmons offers a double degree program in engineering, described on page 65.

**Prerequisites.** In order to concentrate in physics, a student must complete Phy. 112, 113 and Mth. 110, 111 by the end of the second year and Mth. 120 by the middle of the third year.

## Courses

### Astronomy

[Ast. 110-2 **Introduction to Astronomy** 4 sem. hrs. Not offered in 1981-82.]

The structure and evolution of the universe, the galaxies, the stars, and the solar system. Galaxy types, star types, stellar measurements, the physics of stars, and the mechanics of satellites. Field trips and laboratory.

### Geology

[Geo. 110-1 **Introduction to Geology** 4 sem. hrs. Not offered in 1981-82.]

The structure, history, and development of the earth's crust, including such topics as weathering and erosion, volcanism, continental drift, and mountain building. The dating and mapping of past events. Field trips and laboratory.

### Physics

**Phy. 110-1, 111-2 Introductory Physics** 4 or 8 sem. hrs.

*Prereq.: secondary school algebra. (Phy. 110 is prereq. to Phy. 111.)*

The fundamentals of physics for students with little mathematical preparation. Does not serve as a prerequisite for further work in physics. Topics will be drawn from mechanics, electricity and magnetism, waves and optics, and modern physics. Weekly laboratory.

**Phy. 112-1, 113-2 Fundamentals of Physics** 4 or 8 sem. hrs.

*Prereq. or concurrent: Mth. 110, 111. Freshmen must obtain consent of the instructor. (Phy. 112 is prereq. to Phy. 113.)*

Concentration on the subjects of mechanics and electricity and magnetism, on the concepts of particle and field, motion, mass, force, energy, and momentum. Additional material drawn from kinetic theory, heat and thermodynamics, waves, and optics. The first course in physics for science majors. Weekly laboratory.

**Phy. 115-1 Nuclear Energy** 4 sem. hrs.

A critical consideration of the relative merits (including availability, cost, pollution, safety) of competing energy sources (fission, fusion, fossil fuel, hydroelectric, geothermal, solar) with emphasis on the physics of nuclear energy (atomic and nuclear structure, radioactivity, radiation detection, nuclear fission and fusion, nuclear reactors). Occasional laboratory.

**Phy. 118-2 Digital Electronics and Microcomputer Programming** 4 sem. hrs.

An introduction to digital electronics aimed at an understanding of the basic elements and functioning of a microcomputer, followed by an introduction to machine language programming. Topics include digital variables, Boolean algebra, binary numbers and arithmetic, basic logic gates, higher level logic circuits and their relation to computer calculation and memory circuits. Microcomputer architecture. Machine instructions for data transfer, control, arithmetic operations and input/output. Weekly laboratory.

**Phy. 119-1 Analog Electronics and Microcomputer Interfacing** 4 sem. hrs.

*Prereq.: Phy. 118.*

Analog electronics, with special emphasis on circuit characteristics that are important in interfacing computers with external devices. Passive components and Kirchoff's laws. Operational amplifiers, comparators, and digital-to-analog and analog-to-digital converters. Microcomputer techniques for supporting external devices. Weekly laboratory.

**Phy. 120 Waves and Optics** 4 sem. hrs.

*Prereq.: Phy. 113.*

The properties of waves such as reflection, refraction, interference, diffraction, and polarization, with string, water, acoustic, and electromagnetic waves used as examples. Emphasis will be on light. Weekly laboratory.

**Phy. 121 Modern Physics** 4 sem. hrs.

*Prereq.: Phy. 113, Mth. 120.*

The wave and particle natures of light and matter, relativity, and introduction to quantum theory, and topics selected from atomic, nuclear, solid state, and statistical physics. Weekly laboratory.

**Phy. 122 Mechanics** 4 sem. hrs.

*Prereq.: Phy. 113 or consent of the instructor. Prereq. or concurrent: Mth. 120.*

The fundamental principles of Newtonian mechanics; the conservation laws; topics in the dynamics of a particle, including oscillations and central force motion; the dynamics of a system of particles. Occasional laboratory.

**Phy. 123 Electricity and Magnetism** 4 sem. hrs.

*Prereq.: Phy. 113 and Mth. 120.*

The basic laws and principles of electromagnetism. Electrostatics, steady currents, magnetic fields of electric currents, Faraday's law of induction, alternating current circuits, Maxwell's equations. Occasional laboratory.

**Phy. 124 Thermodynamics and Statistical Physics** 4 sem. hrs.

*Prereq.: Phy. 113 and Mth. 120.*

The statistical description of macroscopic systems; equilibrium and irreversibility; heat and temperature; and the first, second, and third laws of thermodynamics. Occasional laboratory.

**Phy. 125 Calculus in the Physical Sciences** 4 sem. hrs.

*Prereq.: Phy. 112 and Mth. 120.*

Topics in the calculus studied for their applications to physical systems, such as line and surface integrals. Stokes' and Green's Theorems, ordinary differential equations, and Fourier series.

**Phy. 126 Electronics 4 sem. hrs.**

*Prereq.: Phy. 113 or 119.*

Diodes and transistors; diode and transistor models and circuits. Analysis of linear circuits and systems, response functions, and frequency response. Applications, including such topics as modulation and detection, noise, transducers, and instrumentation. Weekly laboratory.

**Phy. 131 Quantum Theory and Applications 4 sem. hrs.**

*Prereq.: Phy. 121 and Mth. 121 or Phy. 125.*

The basic concepts of nonrelativistic quantum mechanics. Quantum states, measurement, and the uncertainty principle. State vectors and operators. Wave mechanics and matrix mechanics. Bound states and scattering problems. Applications to topics selected from atomic, molecular, and solid state physics.

**Phy. 132 Advanced Mechanics 4 sem. hrs.**

*Prereq.: Phy. 122 and Mth. 121 or Phy. 125.*

Topics chosen from rigid body motion, moving coordinate systems, Lagrange's equations, small oscillations, normal modes, continuous media, and relativistic mechanics.

**Phy. 133 Advanced Electromagnetism 4 sem. hrs.**

*Prereq.: Phy. 123 and Mth. 121 or Phy. 125.*

Maxwell's equations; electromagnetic waves; fields and potentials of a moving charge; radiating systems; electric and magnetic properties of matter; introduction to relativistic electrodynamics.

**Phy. 135 Mathematical Methods of Physics 4 sem. hrs.**

*Prereq.: Phy. 113 and Mth. 121 or Phy. 125.*

Topics used in advanced physics and chemistry courses, with applications emphasized. Typical subjects include vector analysis, the Sturm-Liouville problem, special functions, Fourier integrals, partial differential equations, calculus of variations, complex integration.

**Phy. 250 Research in Physics 4 or 8 sem. hrs.**

*Open only upon invitation.*

An investigation of some special topic involving a search of the literature; may involve some experimental work culminating in a thesis. *Members of the Department.*

**Phy. 255 Independent Study in Physics 4 sem. hrs.**

*Members of the Department.*

**Phy. 260 Individual Study 4 sem. hrs.**

*Members of the Department.*

**Faculty**

**Edward Prenowitz, A.M.** Associate Professor of Physics, Chairman of the Department of Physics, and Coordinator of the Applied Computer Science Program

\***Robert Carey Vernon, Ph.D.** Professor of Physics

**Norma Mosby** Secretary for the Departments of Mathematics and Physics

**Department of Psychology**

Psychology offers the student an opportunity to explore a variety of issues involved in the study and understanding of human behavior and experience. These include man's physiological functioning, his prolonged period of emotional and intellectual development, his complex learning capacities and his embeddedness in a sociocultural surrounding. Since psychological approaches to the study of man are varied and diverse, the student will encounter a number of ways of viewing and analyzing behavior, each of which makes its particular contribution to the field. The challenge and interest of psychology lies in the opportunity it presents to the student to grow as a person who understands herself and others and to gain systematic knowledge of human behavior as a whole.

Concentrators in psychology may seek employment in a wide variety of positions after graduation. Possible positions include: test administrator, research worker, counselor, personnel interviewer, or case-aide. If appropriate courses are selected, a student may work testing children in a school system, work as a rehabilitation or psychiatric counselor, teach psychology in a secondary school or work in agencies of the state or federal government. Psychology graduates may work as researchers in areas such as physiological psychology, medicine, child development, business administration, survey research, clinical psychology, or human factors.

Although such career opportunities are often available to B.A. graduates, the professional degree in most research and applied fields of psychology is the M.A. or Ph.D.

Combining a concentration in psychology with a concentration or sequence of courses in some other discipline may open the way to interesting careers. At the present time, there are established sequences in quantitative psychology which combines mathematics and psychology, and in art therapy which combines art and psychology. Other fields which recent students have successfully combined with psychology are education, biology, management, communications, philosophy, and English. For specific sequences that integrate psychology with other fields for particular purposes, a student should consult with the Psychology Chairman or her adviser. An undergraduate psychology concentration may also be good preparation for graduate work in other areas including: organizational behavior, social work, hospital administration, educational counseling and public health.

A program leading to the Master of Arts in Teaching, offered jointly with the Department of Education, is open to qualified concentrators interested in teaching psychology at the high school level.

**Concentration in Psychology****Requirements**

The relatively small required core of courses makes psychology an ideal concentration to combine in various ways with applied and related areas such as management, education, and biology, etc. The required courses are:



Mth. 108 Introductory Statistics  
 Psy. 120 Introduction to Psychology  
 Psy. 131 Physiological Psychology  
 Psy. 133 The Analysis of Behavior  
 Psy. 352 History and Systems of Psychology

To insure that students receive sufficient breadth across substantive areas as well as some depth within at least one area, the Department also requires that each concentrator successfully complete a minimum of four courses (16 semester hours) with at least one course chosen from each of the following areas:

#### *Basic Processes*

Psy. 245 Appetite  
 Psy. 332 Current Issues and Techniques in Physiological Psychology  
 Psy. 334 Quantitative Analysis of Behavior  
 Psy. 345 Learning  
 Psy. 346 Psychology of Motivation  
 Psy. 347 Perception

#### *Social and Developmental*

Psy. 135 Developmental Psychology  
 Psy. 136 Psychology of Adolescence  
 Psy. 140 Social Psychology  
 Psy. 143 The Psychological and Sociocultural Aspects of Aging

#### *Clinical and Personality*

Psy. 125 The Female Experience  
 Psy. 130 Introduction to Personality  
 Psy. 137 The Nature of Abnormal Behavior  
 Psy. 341 Principles of Psychological Tests and Measurements  
 Psy. 342 Seminar in Clinical Psychology

#### *Upper Level Courses*

Psy. 336 Seminar in the Psychology of the Disturbed Child and Adolescent  
 Psy. 338 Statistical Methods in Psychological Research  
 Psy. 342 Seminar in Clinical Psychology  
 Psy. 344 Theories of the Person  
 Psy. 345 Learning  
 Psy. 346 Psychology of Motivation  
 Psy. 347 Perception  
 Psy. 348 Language Development and Thought  
 Psy. 349 Social and Emotional Development  
 Psy. 353 Individual Intelligence Testing  
 Psy. 354 Selected Topics in Social Psychology

Thus, each concentrator in psychology must complete 32 semester hours in psychology as well as four hours in statistics. In addition to these 36 semester hours, all concentrators must satisfy the College requirement of eight semester hours of independent study and normally at least four hours of independent study should be in psychology.

**Prerequisites.** Psy. 120, Introduction to Psychology, is a prerequisite for all other courses offered by the Department of Psychology.

**Recommendations.** Students considering a concentration in psychology are advised to take Psy. 120 and Mth. 108 during their freshman year. The order in which these courses are taken is not important. Because some background in natural science is of significant value to anyone who plans a career in psychology, students are advised to consider at least one course in biology, chemistry, or physics.

The selection of electives to be taken in psychology and related fields may be tailored to meet a student's particular interest and career needs. The following illustrative patterns are presented:

1. In general, the Department encourages flexible and individualized course planning of electives both within and without the field of psychology. Students should consult the Department Chairman or their adviser to arrange programs that meet their particular needs.
2. A student planning a career in working with children, such as early childhood education, counseling, child guidance, or research should take Psy. 135, Developmental Psychology I; Psy. 348, Language Development and Thought; Psy. 349, Social and Emotional Development; and Psy. 341, Principles of Psychological Measurement.
3. A student planning a career in a hospital setting or one where physiological research may be involved, should take Psy. 332, Research and Applications in Biopsychology; Psy. 347, Perception, and at least part of her depth requirement in biology and/or chemistry.
4. A student who is interested in a career in behavioral research, human engineering, or automated instruction and computer programming should combine the concentration in psychology with a depth in mathematics. She should take Psy. 338, Statistical Methods of Psychological Research, and at least two of the following: Psy. 334, Quantitative Analysis of Behavior; Psy. 345, Learning; Psy. 346, Psychology of Motivation; and Psy. 347, Perception. Students are also encouraged to attain some competence in relevant areas of mathematics. The selection of courses in mathematics commensurate with the student's background and interests should be discussed with T. Carterette, in the Department of Psychology.
5. A student with career interests in the clinical and personality area should take either Psy. 130, Introduction to Personality; Psy. 137, Abnormal Psychology; or both. In addition, Psy. 342, Seminar in Clinical Psychology and Psy. 344, Theories of the Person, are recommended.

**Honors in Psychology.** Candidates for honors in psychology are expected to fulfill the College requirements as designated on page 16.

In addition to the courses described in the concentration in psychology, the honors student must complete Psy. 265, Honors Program: Senior Thesis. This will also satisfy four semester hours of the independent study requirement.

## Courses

### **Psy./Bio. 109-2 Biology and Psychology of Women 4 sem. hrs.**

*Not a prerequisite for further courses in the Biology or Psychology departments.*

An examination of the biological and psychological factors that play a part in the development of women's sex identification and role in today's society. Concern will be with the genetic, anatomical, and physiological differences between the sexes and their interaction with early experiences, socialization processes, and psychological consequences. The scientific collection and analysis of data, including experiments will be emphasized. *Coulopoulos, Williams.*

### **Psy. 120-1, 2 Introduction to Psychology 4 sem. hrs.**

Contemporary approaches to the scientific study of behavior and neural processes. Theories and research topics ranging from maturation and development, learning, social psychology, to mental disorders. Discussion sections include experiments and psychology's relevance to every day life. *Gentile, Harwood.*

### **Psy. 125-2 The Female Experience 4 sem. hrs.**

*Prereq.: Psy. 120.*

An exploration of the psychology of the female experience, which will be considered from the psycho/biological, sociological, and contemporary points of view. The course will emphasize the development of the individual identity and will utilize the group dynamic approach. *Moore.*

### **Psy. 130-2 Introduction to Personality 4 sem. hrs.**

*Prereq.: Psy. 120.*

A survey of various theoretical approaches to the study of personality development and dynamics, including psychoanalytic, behaviorist, and self theories. Consideration of selected empirical work and assessment techniques. Lecture and discussion. *Gentile.*

### **Psy. 131-1 Physiological Psychology 4 sem. hrs.**

*Prereq.: Psy. 120.*

Consideration of the ways in which behavior and experience are related to physiological mechanisms, and may be modified through physiological means. Topics include basic neuroanatomy and neurophysiology, receptor and response systems, and the physiological bases of sleep and alertness, motivation, emotion, learning, and cognitive processes. Lectures and labs. *Thomas.*

### **Psy. 133-2 The Analysis of Behavior 4 sem. hrs.**

*Prereq.: Psy. 120 and Mth. 108.*

Experimental methods used in the study of psychological processes that underlie animal and human behavior. Special attention is given to the principles of behavior modification and to theories of learning and memory. *Harwood.*

### **Psy. 135-1, 2 Developmental Psychology 4 sem. hrs.**

*Prereq.: Psy. 120.*

History of child psychology. Theoretical, experimental, and normative approaches to the understanding of development. Observation and interpretation of child behavior. Implications of current knowledge and theory for child rearing and education. *Grayson, Coulopoulos.*

### **Psy. 136-1, 2 Psychology of Adolescence 4 sem. hrs.**

*Prereq.: Psy. 120.*

A systematic interpretation of adolescent development and behavior. Major theories compared and critically evaluated. Lectures, discussion sections, research projects. *Grayson.*

### **Psy. 137-1, 2 The Nature of Abnormal Behavior 4 sem. hrs.**

*Prereq.: Psy. 120.*

*Enrollment: normally open to juniors and seniors; others with permission.*

Exploration of the nature and dynamics of neurosis, psychosis, depression and other related modes of psychological functioning. Emphasis is placed on the issue of individual psychological growth and the interrelationship of normal and abnormal phenomena. Lectures and discussion. *Castle.*

### **Psy. 140-1 Social Psychology 4 sem. hrs.**

*Prereq.: Psy. 120.*

Behavior as it is influenced by other people and social situations. The study of social influence, person perception, interaction, attitude change, and group dynamics. Lecture and discussion. *Gentile.*

### **Psy. 143-1 The Psychological and Sociocultural Aspects of Aging 4 sem. hrs.**

*Prereq.: Psy. 120.*

An examination of how past experience, cultural values, and social roles may influence behavior in the latter half of the human cycle. Lectures, discussion, and research projects. *Grayson.*

### **Psy. 245-2 Appetite 4 sem. hrs.**

*Prereq.: Psy. 120.*

The varied causes, consequences, and treatments of obesity and anorexia are examined carefully in our effort to understand the origins of appetite and its roles in the regulation of food consumption and body weight. Study of the interaction between environmental cues, physiological processes, past experiences and psychological states in determining food preferences and patterns of eating. *Thomas.*

### **Psy. 250-1, 2 Independent Study in Psychology 4 sem. hrs.**

*Prereq.: Psy. 120 and consent of the instructor.*

*Members of the Department.*

### **Psy. 260-1, 2 Individual Study in Psychology 4 sem. hrs.**

*Prereq.: Psy. 120 and consent of the instructor.*

*Members of the Department.*

### **Psy. 265-1, 2 Honors Program: Senior Thesis 4 sem. hrs.**

*Prereq.: Psy. 250, 260, 338 and consent of the Department.*

For candidates for honors in psychology, includes a senior thesis and a comprehensive examination. *Members of the Department.*

### **Psy. 280-0 Field Work in a Psychological Setting 8 sem. hrs.**

*Prereq.: Psy. 120 and consent of the instructor.*

*Enrollment: senior standing.*

The Department maintains special arrangements with host institutions whose staff members supervise qualified seniors in a variety of service and research settings. Activities include counseling, psychological testing, special education, interviewing, psychotherapy, and laboratory experimentation. *Carterette.*

### **Psy. 332-2 Research and Applications in Biopsychology 4 sem. hrs.**

*Prereq.: Psy. 131.*

Participation as a member of a small research team in all phases of a laboratory study of an area such as sleep, bio-rhythms, or biofeedback. Seminar discussions on current evidence regarding related issues in biopsychology and behavioral medicine. *Thomas.*

### **Psy. 334-2 Quantitative Analysis of Behavior 4 sem. hrs.**

*Prereq.: Psy. 133.*

Experimental methods used to investigate sensory discrimination, subjective scales, and memory processes, with special attention to the role of decision behavior. The application of computers in psychological research. *Carterette.*



**[Psy. 336-1 Seminar in the Psychology of the Disturbed Child and Adolescent 4 sem. hrs. Not offered in 1981-82.]**

*Prereq.: Psy. 135 or 136.*

Consideration of the issues concerning disturbed children and adolescents and the causes of their behaviors. Discussion of theories, research, and therapies related to these experiences. Lectures, discussion, and research projects. *Grayson.*

**Psy. 338-2 Statistical Methods in Psychological Research 4 sem. hrs.**

*Prereq.: Mth. 108 and Psy. 120.*

Discussion of the relationship between statistics and experimental methods, and the assumptions underlying analysis of variance designs. Applications to psychological data. *Carterette.*

**Psy. 341-1 Principles of Psychological Tests and Measurement 4 sem hrs.**

*Prereq.: Psy. 120 and Mth. 108.*

The nature, uses, and limitations of the fundamental varieties of psychological measurement. Included are tests relevant to educational settings, personnel, and management, with emphasis on the relevance of tests and assessment techniques. Practice in test construction and administration is included. *Gentile.*

**Psy. 342-1 Seminar in Clinical Psychology 4 sem. hrs.**

*Prereq.: Psy. 137 and consent of the instructor.*

*Enrollment: limited to 15 students.*

Introduction to the role of the clinician: diagnostic assessment, psychological treatment, and clinical research. Emphasis on the use of interviews and psychological tests in understanding psychopathology. Consideration of psychotherapy as a mode of treatment for disordered behavior. *Givens.*

**Psy. 344-2 Theories of the Person 4 sem. hrs.**

*Prereq.: Psy. 120 and consent of the instructor.*

*Enrollment: limited to 15 students. Normally open to juniors and seniors only.*

Theoretical analysis of the psychological foundations of the person. Readings in Freud and other dynamic theorists. Emphasis on the analysis of normality and the conscious and unconscious processes that sustain it. Seminar format with discussion and individual presentations. *Castle.*

**Psy. 345-1 Learning 4 sem. hrs.**

*Prereq.: Psy. 120.*

Associationist and cognitive theories of learning and memory processes. Possible topics for student papers include behavior modification; the relation between culture and cognition; programmed or computer-based instruction; language acquisition and thinking; and the effect of aging on learning and memory. *Carterette.*

**Psy. 346-2 Psychology of Motivation 4 sem. hrs.**

*Prereq.: Psy. 120.*

*Enrollment: normally open to juniors and seniors.*

Analysis of the development of motivation from simple drives to complex social needs, including the nature of emotion, attitudes, and motives. Emphasis on current research in motivation and its theoretical implications, with particular attention to sex differences in motives and their expression. *Couloupoulos.*

**Psy. 347-1 Perception 4 sem. hrs.**

*Prereq.: Psy. 120.*

Consideration of the nature of conscious processes, the question of levels of consciousness, the bases of accurate perception, and factors contributing to perceptual distortion and disability. The relationship between the physical world, with which we must interact, and the perceptual world, to which we respond, will be studied. *Thomas.*

**Psy. 348-2 Language Development and Thought 4 sem. hrs.**

*Prereq.: Psy. 135.*

The child's acquisition of language in relation to contemporary theories of cognitive development, thought, and psycholinguistics. Cross-cultural, child care, and educational issues are also highlighted. Discussion groups integrated with lectures and research projects. *Harwood.*

**Psy. 349-2 Social and Emotional Development 4 sem. hrs.**

*Prereq.: Psy. 135.*

Socialization, moral development, aggression, dependency, peer interaction analyzed via cross-cultural studies, and the social class and ethnic influences on these developments will be explored. Lectures, discussion groups, and research projects. *Grayson.*

**Psy. 352-1, 2 History and Systems of Psychology 4 sem. hrs.**

*Prereq.: Psy. 120 and at least two other psychology courses.*

*Enrollment: normally open to seniors only. Consent required.*

An examination of classical theoretical positions in psychology, including the relationship between psychology and philosophy. Consideration of the history of psychology as a systematic discipline in the context of modern scientific and cultural developments. *Castle.*

**Psy. 353-1 Individual Intelligence Testing 4 sem. hrs.**

*Prereq.: Psy. 341 and consent of the instructor.*

*Enrollment: limited.*

A study of individual intelligence testing and methods and procedures of test administration and evaluation. Included: the actual administration of the Stanford-Binet, WAIS, and WISC-R tests. A student who passes this course with a satisfactory record will be qualified as an individual administrator of these tests. *Couloupoulos.*

**Psy. 354-1 Selected Topics in Social Psychology 4 sem. hrs.**

*Prereq.: consent of the instructor.*

*Enrollment: limited to 15 students.*

Topic for 1981-82: Applied Social Psychology.

Study in depth of certain problems or issues in applied social psychology. Specific topics to be considered in a given semester are determined in accordance with the background and interests of the students enrolled. Independent study of selected topics by individual students, with seminar discussion of student reports. *Gentile.*

## Faculty

**Teresa Sosa Carterette, Ph.D.** Professor of Psychology and Chairman of the Department of Psychology

**\*Donald William Thomas, Ph.D.** Professor of Psychology

**Peter Watson Castle, Ph.D.** Associate Professor of Psychology

**Diane T. Couloupoulos, Ph.D.** Associate Professor of Psychology

**Barbara F. Gentile, Ph.D.** Associate Professor of Psychology

**Lillian M. Grayson, Ph.D.** Associate Professor of Psychology

**Dane Harwood, Ph.D.** Assistant Professor of Psychology

**Helen B. Moore, Ph.D.** Special Instructor in Psychology

**Roberta Wayne** Secretary for the Department of Psychology

## Associates, 1981-82

**Evelyn K. Clark, B.S.** Associate in Psychology  
The Children's Hospital Medical Center

**Suzanne Pratt, M.Ed.** Associate in Psychology  
Cambridge-Somerville Mental Health and Mental Retardation Program

**Stanley P. Rosenzweig, Ph.D.** Associate in Psychology  
Day Treatment Center  
Veterans Administration Hospital, Boston

\*On sabbatical leave entire year 1981-82.

## Department of Sociology

The sociology curriculum is designed to offer students a perspective on understanding human social existence and the consequences of social experiences. The Department welcomes the enrollment of all interested students in its courses, as the sociological mode of understanding may be valuable to both concentrators and nonconcentrators in various ways.

Sociology offers one perspective which has value to students as they bring order to contemporary life by understanding the social patterns of the past and dimensions of the future. The richest of the sociological traditions are embodied in the curriculum. A concentration in sociology may serve as a preparation for graduate study in sociology or in anthropology or as a background for various careers.

Students planning careers in various fields will find sociological understanding complementary and enriching to their professional education in such areas as urban planning and research, communications media and journalism, law, and the human service professions. Students concentrating in another department who elect to take several sociology courses should consult with their departmental advisers and with the Sociology Department to develop a sequence of sociology courses relevant to their interests.

### Concentration in Sociology

#### Requirements

The concentration in sociology is designed to permit each student to develop a combination of courses which derives its coherence from the topic or career area of interest to the student. The Department requires that each concentrator develop a focus for her program of study in consultation with Departmental members. Each new concentrator, therefore, is required to submit a statement explaining her focus of interest, and should include a tentative plan of course study. This statement is discussed with the entire Department and reviewed periodically by the student's adviser. The intent of this process is not to evaluate students, but rather to allow each concentrator to identify her interests and the manner in which the Department can best facilitate her educational program.

Each concentrator is required to complete 36 semester hours in sociology, and eight semester hours in independent studies in sociology. The 36 semester hours are made up of Soc. 118, 150, 151; either Soc. 119, 120, or 121; a course in Afro-American Studies; and three other sociology courses in a disciplinary or substantive area. These courses are selected jointly by the student and her adviser, with selection based on her special areas of interest. Some students may select courses of relevance for the delivery of human services. Many of the courses in the Department provide field experiences which allow students to apply course material to a variety of social environments.

#### Required Core (24 Semester Hours)

Soc. 118

Soc. 119, Soc. 120, or Soc. 121

Soc. 150

Soc. 151

Soc. 124, Soc. 125, or any other course in Afro-American Studies approved by the Department.

#### Any Three (12 Semester Hours)

Soc. 119 (if not taken in core)

Soc. 120 (if not taken in core)

Soc. 121 (if not taken in core)

Soc. 121-142 (any courses)

Soc. 260

#### Independent Study (Eight Semester Hours)

Ordinarily, all students will fulfill the independent study requirement in the senior year by taking Soc. 240, Senior Integrative Seminar, followed in the second semester by Soc. 250, Independent Study, or Soc. 280, Field Work in Sociology, depending upon individual proposals that must be approved by the Department.

Candidates for Soc. 270, Internship in Sociology, are required to submit a proposal to the Department at least three weeks prior to the preregistration period of the semester they wish to commence their project. Proposals must be approved by the Department. Interested students should consult with a Department faculty member to discuss their interests and the procedure for application.

Candidates for honors in sociology are expected to fulfill the College requirements as designated on page 16. In addition, honors candidates ordinarily take Soc. 255, Senior Honors Thesis, and at least one course directly related to the thesis topic. Students interested in the honors program should consult with the Department as to their eligibility and the procedure for application. Applications are generally received in the spring semester of the junior year. Candidates must have attained at least a B average in all sociology courses to be considered for the honors program.

#### Interdepartmental Concentrations

The Department of Sociology, in keeping with the educational philosophy of the College, recognizes and encourages students to adopt interdepartmental concentrations. There are a number of programs and opportunities for interdepartmental concentrations at the College. Some are already structured; others are easily developed to suit the educational needs of students. Students who have a particular interest in a topic may find an interdisciplinary approach best for a more meaningful and comprehensive understanding of that topic.

The concentrations that are already structured to relate to sociology are communications and secondary education. Students who elect communications or secondary education as a concentration may adopt sociology as the second academic concentration required by those departments.

Interdepartmental concentrations may also be developed for students in sociology with other liberal arts or professional fields such as philosophy, government, history, economics, American Studies, management, and nutrition. Most of these departments encourage interdepartmental concentrations with sociology and other fields.



Students may develop their interdepartmental programs in both the presently structured programs and the unstructured opportunities in the following ways:

1. Students may elect to undertake two full academic concentrations; or
2. Students may elect a concentration in one department together with a combination of courses in another department or departments, thereby often fulfilling many of the distribution and depth principles, as well as leading to the equivalent of an additional concentration.

Students interested in interdepartmental concentrations should discuss their plans with a member of the Department.

### **Sociology-Human Services Interdepartmental Concentration**

The interdepartmental concentration of sociology and human services is designed to combine the study of social behavior and society with the study of social service issues related to the delivery of human services in contemporary society.

The interdepartmental concentration will enable the student to use the insights of sociology to better understand the role of human services in modern society. It will offer her an opportunity to consider the intended and unintended consequences of rational policy making, the cultural assumptions behind social service practice, the issues related to institutionalized care-taking and other issues that form the relationship between human services and sociology. The program is structured to allow those who are interested in the study of sociology to expand their career opportunities within the human services professions.

The program entails 52 semester hours that fulfill the requirements of both concentrations. This will include the five required human services core courses, the five required core courses in sociology, three electives in sociology (normally Soc. 133, Soc. 134, and one other elective in sociology), a course in Afro-American Studies, Soc. 240, and an eight-semester-hour internship that will be supervised by faculty members from both departments. Students with this interdepartmental concentration will also have advisers assigned from both departments.

### **Courses**

#### **Soc. 118-1, 2 Introduction to Sociological Thought 4 sem. hrs.**

An introduction to the emergence and development of sociological thought and analysis and the basic concepts and theoretical approaches of sociology. The course will relate these concepts and approaches to selected social issues in American and other societies.

(Soc. 118 is a prerequisite for all courses offered in the Department.)

#### **Soc. 119-2 Comparative Industrial Societies 4 sem. hrs.**

The importance of comparative studies. Focus on common cultural and structural requirements of industrial societies. Social and behavioral consequences of industrial social systems with specific attention to alienation, work and leisure, and problems of freedom and control. Comparative case studies: United States, Soviet Union, and China. Future of industrial societies.

#### **Soc. 120-1 Comparative Non-Industrial Societies 4 sem. hrs.**

The importance of comparative studies. Focus on transformation of nonindustrial systems in non-Western areas of the world. Emergence of national state systems in the postcolonial period and problems of development. Common cultural and structural problems and their social consequences. Impact of world system dominated by the industrialized societies. Comparative case studies in alternate areas of the world: Middle East, Latin America, Africa, Asia.

#### **Soc. 121-1 Anthropology: Its Foci and Scope 4 sem. hrs.**

Historical roots of anthropology and its relationship to colonialism; present definition of anthropology and its foci and scope; comparison of anthropological and sociological perspectives; evolution of the human species; culture prehistory. Emphasis on anthropology and the study of contemporary societies with cross-cultural case studies.

#### **Soc. 122-1 Womanhood: A Sociological Perspective (Seminar) 4 sem. hrs.**

*Prereq.: consent of the instructor.*

A seminar which considers the life experiences of women of different races, classes, and cultural traditions. These experiences are used to test the validity of feminist theory. Consideration given to both intimate life experiences and the tradition of militant collective action.

#### **Soc. 123-2 Sociology of Education 4 sem. hrs.**

The contributions of sociological theories and research to an understanding of the structure and functions of educational systems in contemporary society. Topics will include such areas as education and social stratification, the student subculture, the school and classroom as a social system, and the functions of higher education in industrial societies.

#### **Soc. 124-2 The Black Experience in America 4 sem. hrs.**

A sociological examination of the dimensions and patterns of the Afro-American experience in historical and contemporary perspective.

#### **Soc. 125-1 Race, Ethnicity, and Minorities 4 sem. hrs.**

Concepts of race, ethnicity, and minorities defined. Theories of prejudice, discrimination, and racism examined. Development of theoretical frameworks for understanding minority statuses and rights in modern, secular, and pluralistic societies within national and international dimensions. Case studies.

#### **Soc. 126-1, 2 Sociology of Health 4 sem. hrs.**

Comparative study of the influence of society on the emergence of health care systems, including the development of the health professions. Sociological examination of contemporary and ethical issues in health care delivery.

#### **Soc. 128-1 Criminology 4 sem. hrs.**

A critical examination of the types and patterns of behaviors that are socially defined as criminal. Focus will be on major theories of criminal and deviant behavior; various cultural responses to crime; issues of treatment, punishment and rehabilitation.

#### **Soc. 129-2 Small Group Behavior 4 sem. hrs.**

Examination of various theories of small group behavior. The latter part of the course will focus on the observation and analysis of group process, thus relating theoretical and observational components.

#### **Soc. 130-1 Polity and Society 4 sem. hrs.**

Types of polity and theories of power and authority. Ideologies and political parties; conflict resolution. Emergence of mass control, terror, violence, and institutionalized force in modern polities and societies. Freedom and control in modern polities. Case studies.

**Soc. 131-2 Women in Social Movements 4 sem. hrs.**

A sociological examination of the roles women have played in a variety of social movements such as the American labor, civil rights, welfare rights, and women's liberation movements. The course will also provide comparative analyses of women in revolutionary societies and the relationship of women to pacifist and socialist movements. Autobiographical films and historical materials will be used extensively to complement and illustrate the relevant sociological literature.

**Soc. 133-2 Family and Society 4 sem. hrs.**

Comparative study of the family. Consideration of the family as an institutional structure in relation to the larger society. Focus on changing structures and functions including changes from nonindustrial to industrial societies.

**Soc. 134-2 Sociology and Social Policy 4 sem. hrs.**

Sociological study of the formulation of social policy and the contemporary uses of sociology in designing social policy.

**Soc. 135-1 American Society 4 sem. hrs.**

Ideological and structural foundations of American society. Ethnic, linguistic, sectarian and class subcultures and identities. Examination of major institutional structures and forms of social organization. American value-goals and group life-chances.

**Soc. 136-1 Women and Health: Sociological Issues (Seminar) 4 sem. hrs.**

*Prereq.: consent of the instructor.*

A seminar on the social and cultural factors influencing women's health. Focus on women as providers and recipients of health care in the United States and other societies. Impact of the women's health movement on issues such as childbirth, occupational health, and mental illness.

**Soc. 137-1 Urban Sociology 4 sem. hrs.**

Sociological contributions to understanding of the contemporary city and selected urban issues using Boston as an example. Focus also placed on the cross-cultural study of the development of urban communities, factors in city growth, and social ecology of the city. Field work placements in Boston.

**Soc. 142-2 Complex Organizations 4 sem. hrs.**

Complex organizations as major forms of social organization in contemporary society: problems and functions. Nature and types of complex organizations; connections between organizations and the larger social context. Internal structure of complex organizations such as peer groups, hierarchical relations, processes of communication, management, recruitment, and control. Complex organizations and their publics: an evaluation of social effectiveness and accountability.

**Soc. 149-2 Seminar in Selected Topics in Sociology 4 sem. hrs.**

*Prereq.: consent of the instructor.*

Each year the course will offer an intensive examination of a selected topic in sociology. The topic will be announced in advance of registration.

**Soc. 150-1 Sociological Theory: Classical and Contemporary 4 sem. hrs.**

The development of sociological theory as a response to the Industrial and French Revolutions. The intellectual foundations of main theoretical schools of thought in sociology such as functionalism, social behaviorism, and conflict theory. Major theorists in each school: Durkheim, Weber, Marx, Merton, Parsons, Berger, Coser, etc. Theory and explanation. Uses of theory to understand and explain varieties of social behavior, issues, and social systems.

**Soc. 151-0 Research Methods in Sociology 4 sem. hrs.**

A two-semester course (four credit hours each semester) required of all sociology concentrators. The organization of this course proceeds from the educational philosophy that one learns how to do something best by doing it and by surrounding oneself with others of shared interests. Students familiarize themselves with the rich tradition of social research by considering the relationship of research to theory, values, social policy and politics. During the first semester, students read and evaluate several published studies by considering their content, the assumptions of the researchers and the implications of the work. During the second semester, students concentrate on their own work. Each student designs and implements a research project and writes a major research paper.

**Soc. 152-2 Advanced Sociological Theory 4 sem. hrs.**

*Prereq.: Soc. 150.*

The course will entail a comprehensive analysis of the principal theoretical perspectives in sociology as well as their application to the study of contemporary social, political, and cultural concepts and systems. Students are expected to read critically several works of major theorists.

**Soc. 240-1 Senior Integrative Seminar 4 sem. hrs.**

Integration and further development of a concentrator's understanding of the discipline of sociology. Major issues relevant to the potentials and limitations of the social sciences.

(Required for all concentrators who have not otherwise been approved by the Department for Soc. 270 or 255. Students will ordinarily follow this seminar with Soc. 250 or 280 in the second semester.)

**Soc. 250-1, 2 Independent Study in Sociology 4 sem. hrs.**

*Prereq.: consent of the Department.*

**Soc. 255-0 Honors Thesis 8 sem. hrs.**

*Prereq.: consent of the Department.*

**Soc. 260-1, 2 Individual Study in Sociology 4 sem. hrs.**

*Prereq.: consent of the Department. (Does not fulfill College independent study requirement.)*

**Soc. 270-1, 2 Internship in Sociology 8 or 16 sem. hrs.**

*Prereq.: consent of the Department.*

**Soc. 280-1, 2 Field Work in Sociology 4 sem. hrs.**

*Prereq.: consent of the Department.*

## Faculty

\*\*\*Stephen D. London, Ph.D. Associate Professor of Sociology and Chairman of the Department of Sociology  
Elaine Catherine Hagopian, Ph.D. Professor of Sociology  
Rachel Forman, Ph.D. Assistant Professor of Sociology  
Caryl Goodman, Ph.D. Assistant Professor of Sociology  
Mary Osirim, M.A. Instructor in Sociology

Ruth O. Hirsch, A.B. Secretary for the Departments of Economics, Government, History, and Sociology  
Rita Oriani, Secretary for the Departments of Economics, Government, History, and Sociology



# Interdepartmental Concentrations

## Afro-American Studies Program

The objectives of the Afro-American Studies Program are to infuse materials on the black experience into all relevant courses and programs in the Simmons College curriculum, and to stimulate the continuing development of courses and research in which the primary focus is the black experience.

Of equal importance are its aims of increasing the awareness of all students of the black experience; encouraging students to pursue Afro-American Studies in relation to a field of concentration; and providing all students with a basic sequence of courses that includes a common body of subject matter related to the black experience.

### Individual Student Program Planning

Students interested in pursuing Afro-American Studies may include courses in the black experience in their programs in the following ways:

1. elective courses
2. depth sequence (24 semester hours in Afro-American Studies)
3. an interdisciplinary program according to the principles of the OPEN Program (see page 15)
4. a joint concentration with another academic department, i.e., history, sociology, etc.
5. other joint concentrations arranged on an individual basis.

Students will be expected to fulfill all requirements for the baccalaureate degree and to include in their programs a concentration in one of the disciplines or professional fields offered by the College.

All students will be expected to plan their programs in consultation with the Director of Afro-American Studies and their departmental or faculty adviser.

Each student wishing to include Afro-American Studies in her program will normally be required to enroll in Afro-American Studies 110, 111, a two-semester basic survey of the history and issues of the black experience in Africa and the Americas (see course description following).

### Afro-American Studies 110, 111 Introduction to

#### Afro-American Studies 4 sem. hrs. each semester.

Designed to provide students with an interdisciplinary and integrative view of the black experience. Selected topics on the black experience, including African background, the European exploration and colonization of Africa and the New World, the black experience in the Americas (North and South), and its relationship to the rise of the Third World. Courses may be taken independently of each other.

Further courses on the black experience may be elected in relation to the student's field of concentration from the following course offerings:

- Soc. 124 The Black Experience in America  
Soc. 125 Race, Ethnicity, and Minorities  
His. 152 Race and Society  
His. 159 The Afro-American Experience from the Colonial Period to the 1960s  
His. 176 Race and Society in Southern Africa  
His. 177 African Roots of American History

- His. 247 Du Bois (Seminar)  
Gov. 125 Politics of Education  
Gov. 126 Black Political Theory in the Twentieth Century  
Gov. 127 Racism and Reform  
Gov. 130 Dependency and Underdevelopment  
Gov. 154 Problems in Urban Politics  
Eng. 176 Black Fiction in America  
Eng. 177 Modern American Black Poetry and Drama  
Eng. 377 Problems in the Contemporary Black Novel in America  
Art 150 Art History from a Black Perspective  
Mgt. 126 The Black Community and Organizational Design  
Mus. 140 History of Afro-American Music

### Afro-American Studies 270 Senior Experience: Seminar and Internship 8 or 16 sem. hrs.

A seminar in the issues of contemporary urban life: housing, education, and public services; the relation of suburban and urban population to public policy; and the role of political organization and process in the resolution of these issues. Each student will be provided with an internship in a legislative or administrative agency concerned with urban issues and their effect upon the lives of black Americans and the poor. Other options include an interdisciplinary seminar in Afro-American Studies and independent study projects.

**Floyd Barbour, A.B.** *Director of the Afro-American Studies Program*

**Marcia Holford, B.A.** *Research Assistant*

## American Studies

The interdepartmental American Studies Program provides the opportunity to study interrelationships among various aspects of the history, literature, fine arts, and socioeconomic institutions of the United States. In addition to constituting part of a liberal education, the program can lay the groundwork for such occupations as museum curatorship, urban planning, teaching, and archival research. Internships in American Studies can sometimes be arranged. Students seriously interested in this field should consult Richard Sterne, Coordinator of the American Studies Program.

Two courses, Amer. St. 105, Introduction to American Studies I, and Amer. St. 186, Introduction to American Studies II, may be of particular interest to freshmen and sophomores — whether or not they intend to concentrate in American Studies — in order to learn about American culture and society from an interdisciplinary perspective.

**Requirements.** A total of 44 semester hours, distributed as follows: 12 from either Division A: History, or Division B: Literature, depending on the student's primary interest within the American Studies Program; another 16, of which eight should be from either Division A or Division B, depending on the student's secondary interest within the program; and eight should be from Division D; another eight which, for the student whose primary interest is literature, should be in English, as distinguished from American literature; and which, for the student whose primary interest is history, should be in European, Asian or African history; an additional four for Amer. St. 365, Problems in American History and Literature; and four for either Amer. St. 290, Directed Study: Senior Project, or Amer. St. 295, Directed Study: Senior Honors Thesis.

*Note:* Students who elect and pass both Amer. St. 185-1 and Amer. St. 186-2 (see Division below) will receive credit for either four hours in Division A, or four hours in Division B, depending on a particular student's preference.

A student who hopes to be awarded honors in American Studies should plan to elect Amer. St. 295, Directed Study: Senior Honors Thesis.

A prerequisite for admission to either Amer. St. 290 or Amer. St. 295 is regular attendance at a non-credit American Studies Colloquium, which meets at two-week intervals during the spring semester. Students normally take Colloquium during the junior year.

Before graduating, each student in the program is expected to pass a one-hour oral exam on the topic of her project or thesis.

#### Division A: History

- His. 115 Colonial Boston, 1630-1776
- His. 140 History of American Civilization I
- His. 141 History of American Civilization II
- His. 143 United States Colonial History
- His. 151 American Constitutional History, 1789 to the Present
- His. 152 Race and Society
- His. 153 United States Foreign Policy from 1900
- His. 154 The Great Depression
- His. 155 Social Forces in American History
- His. 157 Women in American History
- His. 159 The Afro-American Experience from Colonial Times to the 1960s
- His. 160 American History Through Novels and Films
- His. 164 Twentieth-Century American Women
- His. 165 History of Feminist Thought
- His. 218 Historical Preservation (Seminar)
- His. 247 Du Bois (Seminar)
- His. 248 The Recent Past in America, 1945 to Present (Seminar)

#### Division B: Literature

- Eng. 161 Major American Writers, 1620-1865
- Eng. 162 Major American Writers, 1865-1900
- Eng. 163 American Literature and Thought at the Turn of the Twentieth Century
- Eng. 171 American Literature and Thought in the Twentieth Century
- Eng. 172 Modern American Fiction

- Eng. 174 American Poetry
- Eng. 176 Black Fiction in America
- Eng. 177 Modern American Black Poetry and Drama
- Eng. 187 The Conflict of Values in Twentieth-Century Literature
- Eng. 361 Classic American Writers
- Eng. 367 Modern Masters of Literature of the English-Speaking World
- Eng. 372 Special Topics in Modern Literature: The Other Self: Concept of the Hero in Modern American Fiction
- Eng. 374 The Dramatic Imagination in America
- Eng. 377 Problems in the Contemporary Black Novel in America
- Eng. 384 Literature and Society

#### Division C: American Studies

- Amer. St. 185 Introduction to American Studies I
- Amer. St. 186 Introduction to American Studies II
- Amer. St. 365 Problems in American History and Literature
- Amer. St. 260 Individual Study
- Amer. St. 270 Internship
- Amer. St. 290 Directed Study: Senior Project
- Amer. St. 295 Directed Study: Senior Honors Thesis

#### Division D: Other Areas

- Art 145 Art in the United States
- Art 150 Art History from a Black Perspective
- Art 158 The Indian Arts of the Americas
- Eco. 137 Economic Analysis of Law
- Eco. 141 Industrial Organization
- Eco. 144 Economics of Health Care
- Eco. 146 Economics of Labor
- Eco. 151 Urban Economics
- Edu. 131 The Family, Public Policy, and Social Agencies
- Edu. 137 Growth and Change in Individuals and Families
- Edu. 309 Contemporary Issues in the American School and Society
- Gov. 121 American National Government
- Gov. 140 Public Administration
- Gov. 148 Constitutional Law: The Modern Court
- Gov. 149 The Making of American Foreign Policy
- Gov. 154 Problems in Urban Politics
- Gov. 160 The American Presidency (Seminar)
- Mus. 131 Aesthetics of Folk Music
- Mus. 140 History of Afro-American Music
- Soc. 118 Introduction to Sociological Thought
- Soc. 123 Sociology of Education
- Soc. 124 The Black Experience in America
- Soc. 128 Criminology
- Soc. 133 Family and Society
- Soc. 135 American Society
- Soc. 137 Urban Sociology
- Spn. 327 Hispanic-American Cultural History (conducted in Spanish)
- Spn. 335 Revolution in Latin America: Mexico and Cuba



**Recommendation.** Students concentrating in American Studies should acquire a good reading knowledge of at least one foreign language.

## Courses

**Amer. St. 185-1, 186-2 Introduction to American Studies, I and II** 4 or 8 sem. hrs.

Offered as a year course, or either course may be taken separately.

**Amer. St. 185-1 Part I: The Individual and the Community, 1620-1840** 4 sem. hrs.

Introduces the interdisciplinary nature of American Studies while exploring the individual's relation to his or her community. Lectures and readings in history and anthropology used to analyze historical and personal documents, novels, and American art. Topics include seventeenth-century religious heresy and witchcraft hysteria, eighteenth-century religious awakening and revolutionary fervor, and nineteenth-century slavery and the antislavery movement.

**Amer. St. 186-2 Part II: The Individual and the Community, 1840-1970** 4 sem. hrs.

The topic for 1982 will focus on how women have traditionally been neglected in the study of the "American character." When they have been studied, "notable" women were emphasized. This course seeks knowledge of ordinary nineteenth- and twentieth-century women and their relations with their communities. The autobiographical and fictional writings of working women, black and Hispanic women, and rediscovered women writers will be studied. Tillie Olsen's *Silences* will be read first, and other authors will include Rebecca Harding Davis, Louisa May Alcott, Sarah Orne Jewett, Elizabeth Gurley Flynn, Zora Neale Hurston, Edith Kelley, and Maria Montoya Martinez. *Crumpacker*.

**Amer. St. 365-1 Problems in American History and Literature** 4 sem. hrs.

Seminar topic for 1981-82: Cultural and Social History of Boston with special emphasis on nineteenth and early twentieth centuries. Readings will include novels by Hawthorne, Henry James, and J.P. Marquand, and essays and poetry by such writers as Theodore Parker, Margaret Fuller, William Lloyd Garrison, David Walker, Louisa May Alcott, Oliver Wendell Holmes, Jr., and Henry Adams. Attention will be paid to the development of the Boston park and subway systems, public education, the bitterly divisive Sacco-Vanzetti case, and the evolution of Boston as a multi-ethnic city. We will make at least one field trip during the semester.

**Amer. St. 250-1, 2 Independent Study** 4 sem. hrs.

*Prereq.: consent of the instructor.*

**Amer. St. 260-1, 2 Individual Study** 4 sem. hrs.

*Prereq: consent of the instructor.*

**Amer. St. 270-1, 2 Internship** 8 sem. hrs.

*Prereq.: consent of the American Studies Committee.*

**Amer. St. 290-1, 2 Directed Study: Senior Project** 4 sem. hrs.

*Members of the cooperating departments.*

**Amer. St. 295-0 Directed Study: Senior Honors Thesis** 8 sem. hrs.

*Members of the cooperating departments.*

**Richard C. Sterne, Ph.D.** *Coordinator of the American Studies Program*

## Applied Computer Science

The applied computer science concentration begins as a curricular offering for freshmen entering in September 1981. The courses for the first two years of the program (see below) are offered in the 1981-82 academic year. Other courses will be added as required, so that by the academic year 1984-85, all the courses in this concentration will be offered.

The concentration in applied computer science prepares women for entry into the rapidly growing field of computer applications, and more generally, of computer science. The concentration provides training in basic electronics and computer hardware as well as in computer programming; it also provides an opportunity to pursue an interest in computers within the context of another academic discipline.

The program is divided into three interrelated parts:

1. A core of computer science courses that starts in the first year and continues for four years.

2. A group of courses in another subject area at Simmons that leads to a project in which computer techniques are applied to a problem in that subject area. Examples of subject areas for computer projects are psychology, economics, communications, chemistry, mathematics, physics, or education.

3. The independent study project itself, done in the senior year.

Please note that the areas of application are carefully established programs, though programs in other areas may be arranged on an individual basis. Students are strongly advised to consult the applied computer science booklet as soon as possible so they may examine currently available programs and consider where their interests lie.

## Requirements

In addition to courses in their chosen field of application, students will take the following required courses:

### Freshman year

Mth. 110, 111 Calculus I, II (if not taken in high school)

Mth. 176 FORTRAN

Phy. 118 Digital Electronics and Microcomputer Programming

### Sophomore year

Phy. 119 Analog Electronics and Microcomputer Interfacing

Mth. 177 Systems Programming

### Junior year

ACS 130 Data Structures

and one of the following three courses:

ACS 141 Advanced Programming in COBOL

ACS 143 Advanced Programming in Pascal

ACS 145 Advanced Programming in APL

and at least two out of the following four courses:

ACS 151 Data Base Management Systems

ACS 152 Organization of Computer Languages

ACS 153 Small Computer Systems

ACS 154 Computer Graphics

### Senior year

ACS 190 Society and Technology

ACS 290 Senior Integrative Seminar

and an eight-credit independent study, which will usually be a computer-oriented project in the student's application field.

### Courses

**[ACS 130-1 Data Structures 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: Mth. 176 or equivalent.*

Basic concepts of data. Linear lists, strings, arrays, linked lists. Representation of trees and graphs. Storage systems and structures. Symbol tables and searching techniques. Sorting techniques. Data structures in programming languages and generalized data management systems.

**[ACS 141-2 Advanced Programming: COBOL 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: Mth. 176 or equivalent.*

Computer programming with the language COBOL, a business-oriented language, with strengths in non-numeric information management. Emphasis on control features for structured programming. Modular program design, program testability. Utilization of data structure constructs. Introduction to formal language specification and to language implementation. Only one of the following, ACS 141, 143, and 145, may be taken for credit.

**[ACS 143-2 Advanced Programming: Pascal 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: Mth. 176 or equivalent.*

Computer programming in Pascal, a modern general-purpose programming language, which is especially useful in the development of complex software systems. Emphasis on control features for structured programming. Modular program design, program testability. Utilization of data structure constructs. Introduction to formal language specification and to language implementation. Only one of the following, ACS 141, 143, and 145, may be taken for credit.

**[ACS 145-2 Advanced Programming: APL 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: Mth. 176 or equivalent.*

Computer programming with the language APL, a powerful computational and array processing language. Emphasis on control features for structured programming. Modular program design, program testability. Utilization of data language constructs. Introduction to formal language specification and to language implementation. Only one of the following, ACS 141, 143, 145, may be taken for credit.

**[ACS 151-2 Data Base Management Systems 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: ACS 130.*

A comprehensive examination of data base management systems, including logical and physical organization of data bases. Languages for data description and retrieval. Indexing of files. Hardware and software aspects of file security. Reliability of file storage. Includes hands-on contact with commercial data base management systems and projects involving design of a DBM system.

**[ACS 152-2 Organization of Computer Languages 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: Phy. 118, Mth. 177, and ACS 130.*

An in-depth study of the specification and analysis of programming languages. Formalisms for language specification. Syntax and grammar. Context-free and ambiguous language. Compilers and interpreters. Comparison of several languages with respect to control structures and structured programming, data structures, and actual implementation.

**[ACS 153-1 Small Computer Systems 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: Phy. 118, Phy. 119, and Mth. 177.*

Comparison of microprocessor architectures and instruction sets: 8-bit versus 16-bit processors. Peripheral handling, bus structures and protocols in mini- and microcomputers. Microcomputer languages. Data communications. Dedicated applications of small computers. Hierarchical systems.

**[ACS 154-1 Computer Graphics 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: Phy. 118, Mth. 176 or equivalent.*

Theory and applications of computer graphics. Survey of computer graphics media. Image representation and manipulation; windowing, scaling, vectors, magnification, rotation, projection. Hardware considerations; resolution, animation, color; storage, point-to-point, and raster technologies. Projects involving graphics applications in various fields.

**[ACS 190-1 Society and Technology 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: open to seniors with a concentration or depth in applied computer science and to others by consent of instructor.*

An interdisciplinary study of the social and ethical issues surrounding technological innovation. How does technological change occur? How are the decisions made to implement technological innovation? How does technological innovation affect the individual and society? How are its effects assessed and controlled? What are the responsibilities of the individual scientist or engineer in choice of research and development work and in the social application of the results of the work? These questions will be explored by means of case studies of innovation in various industries, such as the chemical, drug, computer, electric power, and communications industries.

**[ACS 290-2 Senior Integrative Seminar in Applied Computer Science 4 sem. hrs.** Not offered in 1981-82.]

*Prereq.: senior applied computer science majors or consent of the instructor.*

**Margaret S. Menzin, Ph.D.** Coordinator of the Applied Computer Science Program and Professor of Mathematics  
**Edward Prenowitz, M.A.** Coordinator of the Applied Computer Science Program and Associate Professor and Chairman of the Department of Physics

## Women's Studies

The Women's Studies Program provides opportunities for the academic study of women and society. A wide range of courses in several departments has been identified, which deal wholly or in part with women's issues. The program also sponsors lectures, symposia, art shows, films, small group meetings, and other activities. Simmons students, through a steering committee and a faculty adviser, operate the Women's Center and the activities that take place there.



Students may choose courses from the list below, or develop, through OPEN, a full concentration in the Women's Studies area. Those who wish to concentrate in Women's Studies should consult the Program Coordinator, Laurie Crumpacker, who will develop with the student a planned sequence of courses. This program is then submitted to the OPEN Coordinator for final approval.

Interdepartmental concentrations are also encouraged with cooperating departments, such as history, English, sociology, economics, government, psychology, management, communications, and American and Afro-American studies.

## Courses

### [Women's Studies 100 Issues in Women's Studies

4 sem. hrs. Not offered in 1981-82.]

This course examines the position of women in society and introduces an interdisciplinary approach to the study of women. Discussion of women's roles in fiction and poetry of writers like Tillie Olsen and Robin Morgan. Additional resources include articles, interviews, and guest speakers. Small groups to discuss current issues and students' special concerns. Provides information and methods which will be useful for women's courses in related disciplines. *Crumpacker.*

### Women's Studies 250 Independent Study 4 sem. hrs.

*Prereq.: consent of the instructor.*

Several faculty members are prepared to supervise independent projects which students wish to undertake in the area of women's studies. Note: Two independent studies meet the College's requirement of eight semester hours of independent study for concentrators.

### Women's Studies 260 Individual Study 4 sem. hrs.

*Prereq.: consent of the instructor.*

Faculty are also ready to provide individually guided reading courses to students whose needs and interests are not met by courses in the current curriculum.

### Women's Studies 270 Internship 8 sem. hrs.

There are a number of agencies in the Boston area whose work relates closely to women and women's issues in such fields as health care, education, the law, etc. Internship arrangements may be made with an appropriate agency by contacting the Coordinator. Such field opportunities may take advantage of a student's area of expertise as well as her awareness about women's concerns.

### Women's Studies 300-2 Mothers and Daughters (Seminar)

4 sem. hrs.

*Prereq.: consent of the instructor.*

This course provides a forum for advanced students in Women's Studies and related disciplines. The topic will change each year and sources will include fiction, poetry, sociological, and anthropological studies. Student projects on the semester's theme will provide additional focus for seminar meetings. *Crumpacker.*

## Other Women's Studies Courses

Amer. St. 186 The Individual and the Community, 1840-1970: Topic for 1981: American Women's Voices

Afro-Amer. St. 110 The Black Woman in America: Social and Historical Perspectives

Art 148 A History of Women Artists

Bio./Psy. 109 Biology and Psychology of Women

Eng. 193 Women in Literature

Eng. 357 Masterworks of English Fiction: Nineteenth-Century Women Writers

Gov. 147 Women and the Law

His. 119 The History of the Family

His. 157 Women in American History

His. 164 Twentieth-Century American Women

His. 265 History of Feminist Thought

Mgt. 137 Behavioral Implications for Women in Management

Phil. 156 Philosophy and Feminism

Psy. 125 The Female Experience

Soc. 122 Womanhood: A Sociological Perspective

Soc. 131 Women in Social Movements

Soc. 136 Women and Health: Sociological Issues

Spn. 395 Women Writers of Spain: Twentieth Century

## Related Courses

Eco. 146 Economics of Labor

Edu. 131 The Family, Public Policy, and Public Agencies

Edu. 137 Growth and Change in the Individual and Family

Edu. 316 Sexism, Racism, and Problems of Multi-Ethnicity in the Schools

Eng. 143 The English Novel Through Thackeray

Eng. 196 Sex, Love, and Marriage in the Western World

His. 155 Social Forces in American History

Psy. 135 Developmental Psychology

Psy. 136 Psychology of Adolescence

Psy. 143 Middle Age and Aging

Psy. 346 Psychology of Motivation

Psy. 349 Social and Emotional Development

Soc. 133 Family and Society

**Laurie Taylor Crumpacker, Ph.D. Coordinator of the Women's Studies Program**

## The Health Sciences

### Concentration in Medical Technology\*

This concentration leads to the baccalaureate degree and to the Diploma in Diagnostic Laboratory Science. The College is affiliated with the Lynn Hospital, and the courses in the concentration are given in the student's final year in the laboratories of the hospital by members of its staff and at the College by members of the faculty. The program is approved by the Council on Medical Education of the American Medical Association and by the American Society of Clinical Pathologists. If at any time a student's work, conduct, or health is unsatisfactory, she may be required to withdraw from the program. Acceptance to the final year of study in medical technology is dependent on the academic standing of the student and the availability of hospital space. Each student must have the formal approval of the Educational Director and the Dean of Sciences to enter her final year.

After graduation, the student may be employed in the diagnostic laboratories of hospitals, clinics, or physicians, or in the health service departments of industry and educational institutions. By electing

*\*Students interested in this concentration should consult the Chairman of the Biology Department for additional information.*

additional advanced science courses, a student may qualify as a research assistant in specialized fields of medical research or as a candidate for admission to graduate work in these specialized fields.

## Requirements

MT 140	Chemistry
MT 141	Hematology
MT 142	Pathogenic Microbiology and Parasitology
MT 143	Special Laboratory Projects
MT 144	Immunohematology
MT 244	Clinical Immunohematology
MT 250	Clinical Microbiology
MT 251	Clinical Hematology
MT 252	Clinical Chemistry

**Prerequisites.** In order to qualify for the concentration in medical technology, students are required to complete during the first year Bio. 113, Bio. 115, Chm. 111 or Chm. 113, and Chm. 112. In the second year students must take Mth. 110, Chm. 123, Chm. 126, and Bio. 121. During the third year, the courses required of students are Bio. 122, Bio. 147, Bio. 134, and Bio. 151. A year of college physics and a semester of statistics are recommended.

## Courses

Classes in medical technology are held at Lynn Hospital and at the College and are not open to students in other programs of the College.

### MT 140-1 Chemistry 4 sem. hrs.

Principles and methodologies of current clinical chemistry procedures involving body fluids and instrumentation used in the medical laboratory for the assessment of human physiological conditions.

### MT 141-1 Hematology 3 sem. hrs.

Principles and procedures of basic medical laboratory hematology and immunohematology including basic coagulation, hemopoiesis, morphology and physiology of blood cells, and bone marrow. Lectures are supplemented by clinical pathology conferences, discussions on current literature, and applied laboratory experiences.

### MT 142-2 Pathogenic Microbiology and Parasitology 5 sem. hrs.

Methods, principles, and theories of basic medical laboratory sciences. Methods of identification and differentiation of normal and pathogenic body flora. Basics of virology, mycology, mycological infections, and parasitology.

### MT 143-1 Special Laboratory Projects 2 sem. hrs.

Principles of urinalysis; research and management in medical technology.

### MT 144-1 Immunohematology 2 sem. hrs.

Testing for antigens and antibodies of blood, cross matching, compatibility.

### MT 244-1 Clinical Immunohematology 2 sem. hrs.

Clinical experience in blood banking.

### MT 250-2 Clinical Microbiology 5 sem. hrs.

Clinical experience in applied microbiology.

### MT 251-1 Clinical Hematology 3 sem. hrs.

Clinical experience in applied hematology and coagulation.

### MT 252-2 Clinical Chemistry 6 sem. hrs.

Clinical practice in applied chemistry.

## Faculty

**Paul A. Raslavicus, M.D.** *Medical Director of the Program in Medical Technology*

**Francesca Toscani, B.S., MTASCP** *Lecturer on Hematology and Educational Director of the Program in Medical Technology*

**Joan Bessom, B.S., MTASCP** *Lecturer in Chemistry*

**Susan Bolton, B.S., MTASCP** *Special Clinical Instructor in Microbiology*

**Joanne P. Croke, B.S., MTASCP** *Special Clinical Instructor in Blood Banking*

## Concentration in Physical Therapy\*

Physical therapy is a profession that contributes to meeting the health needs of society. The practice of physical therapy is directed toward prevention of disability; relief of pain; development, improvement or restoration of motor function; and maintenance of maximum performance within a patient's capability. Graduates of the Program in Physical Therapy receive a B.S. and a Certificate in Physical Therapy, which prepares them for the practice of physical therapy and qualifies them to take the examination for registration in all states. Career opportunities exist in hospitals, public health service, rehabilitation centers, military service and many other areas. Specialized areas of practice are also developing which require expertise in physical therapy.

Graduate work may be pursued in physical therapy or related fields of medicine, anatomy, physiology, psychology, or education.

The program has been fully accredited by the American Physical Therapy Association. Women veterans are encouraged to apply.

The Program in Physical Therapy extends over a period of four and one-half years. The requirements for the concentration are satisfied by the courses listed below for the final year and a half. The first three years are devoted to fulfilling the requirements in the necessary basic natural and social sciences, the distribution requirements, and electives. Although more than enough academic credits are accumulated to meet the minimum requirements for graduation in other programs, neither the degree nor the diploma is awarded unless all courses in the final year and a half have been completed with satisfactory grades.

The facilities in the affiliated hospitals are such that a limitation must be placed on the number of students admitted to the program in a given year. A candidate may be rejected by the Dean of Sciences when she applies for admission to the program, if, after medical consultation, she is judged for reasons of health or emotional stability to be unfit for this program. Further, if at any time a student's work, conduct, or health is unsatisfactory, or if she fails to manifest those qualities judged to be essential in the practice of physical therapy, she may be required to withdraw from the program.

Throughout her four and one-half years at Simmons, the student concentrating in physical therapy must meet certain personal, academic, and professional requirements. These requirements should be reviewed by the student periodically to insure that all appropriate steps are being taken toward her goal. The following stages should be noted.

Progress of each student through the program is



monitored by two committees. The Evaluation Committee is responsible for all students from the freshman year until the end of the junior year. The Promotions Committee oversees the progress of each student in the final three semesters of the senior year or professional part of the curriculum, which runs from July to December of the next year. This latter committee will take appropriate action on those students whose clinical or academic work is rated as unsatisfactory. A brochure containing information on course performance and responsibilities of students and actions of both committees is made available to all students interested in, or a part of, the program.

## Requirements

- PT 130 Advanced Human Anatomy
- PT 131 Kinesiology
- PT 132 Psychological Aspects of Physical Illness and Disability
- PT 133 Orthopedic and General Surgery
- PT 134 Neurology
- PT 135 Medicine
- PT 136 Psychiatry
- PT 137 Pathology
- PT 138 Neuroanatomy and Neurophysiology
- PT 139 Physical Agents
- PT 140 Physical Therapy Procedures
- PT 141 Therapeutic Exercises
- PT 142 Physiology for Physical Therapy
- PT 143 Ethics and Administration
- PT 145 Introduction to Scientific Inquiry
- PT 146 Developmental Seminar
- PT 147 Functional Aspects of Physical Therapy Practice
- PT 148 Introduction to the Allied Health Professions
- PT 149 Bronchopulmonary Disease and Care
- PT 250 Clinical Education

**Prerequisites.** In order to qualify for the concentration in physical therapy, students are required to complete during their first year Chm. 111 or Chm. 113, Chm. 112; Bio. 113 and Bio. 115. In the second year, students must take Bio. 121, Phy. 110, 111, Psy. 120, and Psy. 135. During the third year, students must take Bio. 122 and Bio. 134.

In general, electives should be chosen outside the area of science, but in accordance with individual interests. A course in introductory statistics is recommended, but courses in literature, the arts, and the social sciences are also suggested.

## Diploma Program in Physical Therapy

Properly qualified college graduates may be admitted to the final 18 months (July to December of the next year) of the undergraduate Program in Physical Therapy, and are eligible for the Diploma in Physical Therapy upon the satisfactory completion of the program. Preference is given to applicants who offer eight semester hours each in general biology, physics, and chemistry, and four each in anatomy, microbiology, and physiology. Applicants should have completed 12 semester hours in the social sciences, including at least eight in psychology. Men can be accepted into this program.

## Courses

Classes in physical therapy may be held in affiliating hospitals, and are not open to students in other programs of the College.

The following courses, given in the final year and a half, are designated by the numbers 1, 2, and 3 respectively, following the dashes, to correspond to the semesters in which courses are given. (The third semester begins in the summer and continues until the end of the program.) For example, 1,2 following the dash indicates a course extending through the first and second semesters.

**PT 130 (Summer) Advanced Human Anatomy 6 sem. hrs.**  
Lecture, discussion, and cadaver dissection, with special emphasis on the skeletal and neuromuscular systems. *Thomson, Farady, and associates.*

**PT 131-1 Kinesiology 2 sem. hrs.**  
Application of the principles of physics and physiology to the evaluation of normal and abnormal motor activity. *Farady.*

**PT 132-1 Psychological Aspects of Physical Illness and Disability 1 sem. hr.**  
Psychology as applied to individual differences, development, growth and adjustment. Psychodynamic mechanisms with special reference to disease and trauma. *Koocher.*

**PT 133-2 Orthopedics and General Surgery 3 sem. hrs.**  
Nature, clinical course, and specific treatment of selected diseases and disabilities, primarily those affecting the skeletal and neuromuscular systems. *Trott and associates.*

**PT 134-3 Neurology 1 sem. hr.**  
Neuroanatomy and neurophysiology of the central, peripheral, and autonomic nervous systems. Correlation with common disease and traumatic lesions, particularly those affecting motion and symptomatology and treatment. *Staff.*

**PT 135-3 Medicine 1 sem. hr.**  
Illustrated lectures on general medicine with specific emphasis on those conditions in which physical therapeutic measures are effective. *Rybak.*

**PT 136-3 Psychiatry 1 sem. hr.**  
Classification of mental diseases with symptomatology, prognosis, and principles of treatment. Illustrative case histories. *Prager.*

**PT 137-2 Pathology 2 sem. hrs.**  
Illustrated lectures concerning the nature and certain causes of disease, the reactions of the body to deleterious agents, and associated alterations in function. *Vawter and associates.*

**PT 138-1 Neuroanatomy and Neuropathology 2 sem. hrs.**  
Lecture and discussion on the anatomy and pathology of the human central nervous system. Includes structure, function, and clinical significance of tracts, nuclei, and cortical areas. *Gilles and associates.*

**PT 139-2 Physical Agents 2 sem. hrs.**  
Physical nature and physiological effects of radiant energy and various electrical currents of diagnostic and therapeutic value. Indications for use and techniques of application. Lecture, demonstration, and laboratory practice. *Widell.*

**PT 140-1, 2 Physical Therapy Procedures 2 sem. hrs.**  
Principles, physiologic basis, and techniques of massage and postural drainage. Techniques of joint measurement, crutch activities, and orientation to nursing techniques with which physical therapists should be familiar. Application of procedures to specific disease entities with patient demonstration. *McCarthy and associates.*

**PT 141-1, 2, 3 Therapeutic Exercise 8 sem. hrs.**

Principles and theoretical consideration of exercise as a therapeutic agent. Foundations of motor developmental and motor learning are explored in relation to exercise. Neuromuscular maturation of the human is considered as a foundation for the neuro-physiological approaches to patient care, introduced in semester one and emphasized in semesters two and three. *Farady, Ionta, Willson-Broyles, Cox, Kozlowski, and associates.*

**PT 142-1 Physiology for Physical Therapy 2 sem. hrs.**

Lecture and discussion of human physiology, including indications for, rationale of, and responses to various physical therapy treatment procedures. Emphasis on neuromuscular and cardiovascular physiology.

**PT 143-3 Ethics and Administration 1 sem. hr.**

Principles of medical ethics and law for physical therapists, interprofessional relationships, administrative responsibilities. *McCarthy.*

**PT 145-2 Introduction to Scientific Inquiry 1 sem. hr.**

Various research designs used by allied health practitioners will be presented in addition to elementary statistics.

**PT 146-2 Developmental Seminar 2 sem. hrs.**

Discussions and laboratory sessions. Evaluating the motor, cognitive, and social abilities of children. Normal and abnormal human development, including developmental sequences from birth, and how environment and intrinsic factors interact in development. *Willson-Broyles.*

**PT 147-3 Functional Aspects of Physical Therapy Practice 2 sem. hrs.**

Course includes normal and pathological gait analysis, gait training with assistive devices, safety and body mechanics, transfer techniques, equipment, prosthetics and orthotics. Lecture, demonstration and practice. *Cassella.*

**PT 148-3 Introduction to Allied Health Professions 1 sem. hr.**

Lecture and discussions. *McCarthy, Shea.*

**PT 149-3 Bronchopulmonary Disease and Care 1 sem. hr.**

Etiology, pathology, and clinical manifestations with emphasis on the principles and selection of physical therapy procedures. Management of acute and chronic patients discussed in relation to other disciplines. *McLaughlin.*

**PT 250-2, 3 Clinical Education 8 sem. hrs.**

Supervised experience in the practice of physical therapy in the departments of affiliating facilities. Includes seminar sessions between each clinical assignment. *Staff.*

## Faculty

**Janice E. Toms, M.Ed.** *Director of the Program in Physical Therapy and Associate Professor in Physical Therapy*

**Jane Farady, M.S.** *Assistant Professor in Physical Therapy*

**Claire F. McCarthy, M.S.** *Assistant Professor in Physical Therapy*

**Lynne Wiesel, M.S.** *Assistant Professor in Physical Therapy*

**Floyd H. Gilles, M.D.** *Lecturer on Anatomy*

**John E. Hall, M.D.** *Lecturer on Orthopedics*

**Gerald Koocher, Ph.D.** *Lecturer on Psychology*

**Alan Prager, M.D.** *Lecturer on Psychiatry*

**Mary Ellen Rybak, M.D.** *Lecturer on Medicine*

**Stephen Sagar, M.D.** *Lecturer on Neurology*

**Sandra J. Thomson, M.D.** *Lecturer on Anatomy*

**Arthur W. Trott, M.D.** *Lecturer on Orthopedics*

**Gordon F. Vawter, M.D.** *Lecturer on Pathology*

**Marnee L. Willson-Broyles, B.S.** *Special Instructor in Physical Therapy*

**Patricia A. Carvajal, B.S.** *Special Instructor in Physical Therapy*

**Michelina Cassella, B.S.** *Special Instructor in Physical Therapy*

**James Cox, B.S.** *Special Instructor in Physical Therapy*

**Marjorie K. Ionta, B.S.** *in Phys. Ed. Special Instructor in Physical Therapy*

**Elizabeth Kozlowski, B.S.** *Special Instructor in Physical Therapy*

**Donna McLaughlin, B.S.** *Special Instructor in Physical Therapy*

**Sybil A. Moushegian, B.S.** *Special Instructor in Physical Therapy*

**Susan B. Perry, B.S.** *Special Instructor in Physical Therapy*

**Alice M. Shea, M.A.** *Special Instructor in Physical Therapy*

**Joan K. Widell, B.A.** *Special Instructor in Physical Therapy*

## Double Degree Program in Chemistry and Pharmacy

Under the provisions of an interinstitutional agreement with the Massachusetts College of Pharmacy and Allied Health Sciences (MCP/AHS), Simmons College offers a five-and-one-half year program leading to baccalaureate degrees in both chemistry and pharmacy.

The option may appeal to students who become interested in pharmacy subsequent to beginning their undergraduate studies at Simmons, or to those who desire their initial college-level work to be as broadly based as possible before entering a specific professional area.

Pharmacy is an integral part of the health care community and the health care industry. The B.S. degree in pharmacy, followed by state licensing, leads to a variety of opportunities in community or hospital pharmacy, and in research, development, and marketing with pharmaceutical and cosmetic companies. The dual degrees in chemistry and pharmacy are especially good preparation for research, for graduate work in pharmacology, dentistry or medicine, and for science teaching.

The Massachusetts College of Pharmacy and Allied Health Sciences, located on the corner of Longwood Avenue and Palace Road, was organized as a private institution in 1823 for the purpose of educating men and women for careers in the profession of pharmacy. MCP/AHS awards the B.S., M.S., and Ph.D. degrees in pharmacy and the professional degree of Doctor of Pharmacy. It is accredited by the New England Association of Schools and Colleges and by the American Council on Pharmaceutical Education.

The curriculum for the double degree consists of three full years at Simmons, a fourth year that includes eight semester hours of independent study at Simmons, with the remainder of the course work at MCP/AHS, and an additional year plus one quarter at MCP/AHS.

Students fulfill all of the degree requirements of each institution. No degree will be awarded until the entire program has been completed. At that time, the student receives a B.S. in pharmacy from MCP/AHS, and a B.S. in chemistry from Simmons.

Licensure in pharmacy requires 1,500 hours of internship (practical pharmacy) plus a state board examination. This time is usually served before graduation in summer or academic-year jobs. MCP/AHS has adopted an a.m./p.m. course schedule, which facilitates academic year internships.

The internships, for which students are paid, are carried out at pharmacies selected and approved by



MCP/AHS. Both the state board and MCP/AHS monitor successful completion of the internship and evaluation of the student's performance by the registered preceptor. The state board examination is the final licensing procedure.

Interested students should talk with the Chairman of the Chemistry Department as early as possible in their programs. Early contact is helpful both from the point of view of advisement for the proper prerequisite courses and to identify the total number of potential double major candidates.

*Admission to the program is limited to a maximum of six students per year, to be accepted by MCP/AHS. Students will apply for admission to MCP/AHS during their junior year through MCP/AHS's normal transfer-student admission process. Although MCP/AHS agrees to give qualified Simmons' students preference, it is their right to determine the final suitability of a student for entry into the professional pharmacy program.*

## Other Programs

### Hebrew College

Courses in Hebraic language and literature, history, philosophy, and sociology may be elected for credit by qualified students.

Under the provisions of an interinstitutional agreement between Hebrew College and Simmons College, duly enrolled students at Simmons College may elect to include in their programs, for full credit, any courses normally offered by Hebrew College, subject to certain conditions, the details of which should be obtained from the Registrar. A Simmons College student desiring to pursue a course or degree program at Hebrew College must be recommended to the Registrar by her adviser or department chairman. The student will then be referred to Hebrew College, which reserves the right to determine whether the prerequisites for the course or program in question have been met and whether the student is fully qualified to pursue the course(s) elected.

The student enrolled in a double degree program at Simmons College and Hebrew College must satisfactorily complete a total of 160 semester hours of academic work of which no less than 64 semester hours may be taken at either institution over a period of no less than five years. A student wishing to enroll in more than 20 semester hours of academic work in any semester must have the approval of the Administrative Board prior to the beginning of that semester. A student intending to pursue the double degree must file her plan of study with the Registrar no later than the close of the second semester of her sophomore year.

## Graduate Programs

Graduate education has been offered at Simmons since the founding of the College. This year, more than 900 graduate students are enrolled in programs leading to the master's degree in library and information science, social work, management, nursing, education, Spanish, French, English, and children's literature. In the fall of 1974, a master's program in management especially designed for women was introduced. In 1977, a master's program in children's literature was instituted, sponsored by Simmons' Center for the Study of Children's Literature. The Graduate School of Library and Information Science offers a Doctor of Arts program, which emphasizes library administration. Although the master's program in management is designed specifically to meet the needs of women, all graduate programs are coeducational. The graduate programs publish brochures or bulletins of information that are available through the individual program offices. For dates of application, admission procedures, dates of entry, full-time and part-time study options, consult the individual program bulletins.

General requirements for all master's programs are listed below. Under these broad stipulations, the programs vary somewhat in the time limits within which work must be completed, and semester hours required for the degree.

Applications and catalogs for the Graduate School of Library and Information Science may be secured by writing to:

Director of Admissions  
Graduate School of Library and Information Science  
Simmons College  
300 The Fenway  
Boston, MA 02115.

Applications and catalogs for the Graduate School of Management may be obtained by writing to:

Director of Admissions  
Graduate School of Management  
409 Commonwealth Avenue  
Boston, MA 02215.

Applications and catalogs for the School of Social Work may be obtained by writing to:

Admissions Office  
Simmons College School of Social Work  
51 Commonwealth Avenue  
Boston, MA 02116.

For applications or further information about the programs listed below, write to the appropriate department at Simmons College, 300 The Fenway, Boston, MA 02115:

Department of Education  
Department of English  
Department of Foreign Languages and Literatures  
Graduate Program in Children's Literature  
Graduate Program in Humanities (Department of Philosophy)  
Graduate Program in Primary Health Care Nursing

**The Degrees of Master of Arts, Master of Philosophy, Master of Arts in Teaching, or Master of Science**

The conditions for obtaining the master's degree are as follows:

1. Every candidate for the master's degree must hold the baccalaureate degree from an accredited institution (with the exception of students in the graduate management program — see page 101).
2. The candidate must offer evidence of satisfactory completion of courses that are stated for entry into a program.
3. A satisfactory grade point average, stipulated by individual programs, is required.
4. The subjects elected must be approved by the school or departmental adviser.
5. Program requirements vary: most range from 32 to 36 semester hours; some require considerably more. Part-time study is possible in all departments that offer graduate programs, and each department sets a reasonable time limit in which requirements for the degree must be completed. The fulfillment of all requirements for the master's degree must demonstrate the candidate's ability to meet high standards. It is understood that a student's connection with the College may be terminated whenever, in the judgment of the faculty, he or she has failed to show sufficient industry, scholarship, or professional aptitude.

**The Degree of Doctor of Arts**

For information on the Graduate School of Library and Information Science's Doctor of Arts Program for library administrators, see page 99.

**Diplomas**

Diplomas are granted to students who successfully complete the one-year programs in management or communications, or the year-and-a-half program in physical therapy, and who receive a quality rating similar to that required for the baccalaureate degree. Information about these programs may be found in the course description section of this catalog under the appropriate department.

**Summer Courses**

Summer courses for graduate students are offered by the Graduate School of Library and Information Science, the Department of Education and the Graduate Program in Children's Literature. The programs are described in the sections devoted to these fields, or in special summer session publications.

The Department of Education holds classes for members of its Master of Arts in Teaching Program, as well as for other qualified students who wish to transfer credit elsewhere. Graduate courses in education are also offered to students in the library and information science program.

**Fees for Graduate Division and for Post-Baccalaureate Programs**

College charges for tuition, fees, and residence must be paid prior to the completion of registration and before attending classes.

Please note that *no student* is allowed to complete registration without account approval from the Comptroller's Office. Further, the College cannot assure that payments received after the due date

will be processed in time to clear a student for registration without some waiting or inconvenience to her or him.

The first term payment is due on or before August 6 and the second payment on or before January 2. Tuition and residence charges are divided evenly between the two terms.

Student registration is to be completed on September 8 for the first semester and January 18 for the second semester. Students who have not paid their bills by the due date(s), or students who have not registered by the above registration dates, will be charged a \$30 late payment/registration fee.

Payments made by students must be accompanied by an estimated term bill form completed by the parent or student. Students will receive these forms by July 9 for the first semester, and December 3 for the second semester. No other advance statement or billing will be sent. Students who do not receive these forms by these dates should request them from the Comptroller's Office of the College.

Checks should be made payable to Simmons College and sent to Simmons College, P.O. Box 4619, Boston, MA 02212, or presented at the cashier's window at the College.

The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include the mailing of transcripts, grades, references, or placement materials and the use of various offices and facilities.

It should be noted that the College has no deferred payment plans, and that all College charges are payable by the applicable due dates or the late payment/registration fee will be applied.

Many parents and students wish to pay tuition and other fees in monthly installments and have found satisfaction with programs offered by a number of banks and other reputable financial concerns; newly accepted students and their families will often receive direct mail advertisements from such firms. The College has no financial interest in these offerings, cannot recommend any particular plan, and suggests that any tuition proposal should be studied carefully before its terms are accepted.

The College refund policy is described on page 0 of this catalog.

Following is a schedule of fees for graduate divisions and for post-baccalaureate programs:

<i>Application Fee</i>	
Master's programs . . . . .	\$20
Doctor of Arts Program . . . . .	\$25
<i>Tuition Fees, per semester hour . . . . .</i>	
Social work annual tuition	
(full-time students) . . . . .	\$5,222
<i>Graduate Program in Management</i>	
Tuition fee, per semester hour . . . . .	\$200
<i>Summer Programs Fees, per semester hour (1981)</i>	
Master's programs . . . . .	\$154
Doctor of Arts Program . . . . .	\$154
<i>Residence Halls Room Fees</i>	
Single occupancy during summer session (1981) . . . . .	\$75/wk.
Double occupancy during summer session (1981) . . . . .	\$66/wk.



<i>Student Activities Fee</i>	
Library and Information Science, per semester and summer session . . . . .	\$5
Social Work, per semester . . . . .	\$5
Graduate Program in Management, per semester and summer session . . . . .	\$15
<i>Social Work Field Work Fee, per semester . . . . .</i>	<i>\$10</i>
(required of all social work students enrolled in field work)	
<i>Graduation Fee</i>	
Doctor of Arts degree . . . . .	\$75*
<i>Health Fee</i>	
The services of the Health Center are available to all graduate students upon payment of the Health Fee, provided written notification of intention is sent to the Comptroller's Office before September 1 by those students who wish to avail themselves of the Health Center services . . . . .	
	\$128

**Scholarships for Graduate Students**

A limited number of scholarships are awarded to students who have been accepted for admission into graduate programs. Information concerning scholarships and financial aid can be found in the respective graduate bulletins. Further financial aid information is available through the Simmons College Financial Aid Office.

**Center for the Study of Children's Literature**

**The Master of Arts in Children's Literature**

The Master of Arts in Children's Literature Program is designed to provide students who are interested in the fields of teaching, library work, editing, publishing, or affiliated fields an opportunity to specialize. A complete description of the program, courses, and faculty of the program is available from the Center.

Admission to the Master of Arts in Children's Literature Program requires a baccalaureate degree from an accredited college, preferably with a major in English and American and/or comparative literature, but the program is also open to students with majors in elementary or secondary education, fine arts, and the social sciences who have done substantial work in English. Candidates should submit with their application a statement of purpose in seeking the degree, and the results of the Miller Analogies Test or the Graduate Record Examinations. Although an interview is not required, it is recommended. Students usually begin the program the summer of an institute year or the fall semester, but will be accepted in January, on a full- or part-time basis. Providing space is available, non-degree as

well as degree candidates in other fields will be admitted to courses. Part-time students must agree to complete the degree requirements within three years of registration as degree candidates. A maximum of four semester hours of transfer credit will be allowed toward the degree. All inquiries should be addressed to the Center for the Study of Children's Literature, Simmons College, 300 The Fenway, Boston, MA 02115.

**Degree Requirements.** Thirty-six credits are required for the degree, which can be completed in one academic year and one summer. A candidate for the degree can elect to write a thesis or a project as a part of an independent-tutorial during the second semester. The thesis can be a monograph, an essay, or a bibliographic compilation. It should have a scholarly orientation. The project can be in the area of curriculum development or literature education. It should have practical application in the candidate's professional work and represent a model for use by others.

The Administrative Committee wishes to assume that students, upon completion of the degree program, will be able to demonstrate the confidence that comes with a general acquaintance with literature, as well as experience in children's literature. With this in mind, the committee expects that two of the nine courses required for the degree be taken in general literature by candidates who do not have substantial undergraduate course work in literature. The specific courses must be taken at Simmons College and will be determined following discussions between the student and his or her adviser.

Access to the literature of at least one other language is central to the concerns of the field of literature for children. Demonstration of a proficiency in a second language is strongly advised for all candidates; and in particular for those who intend to pursue further graduate work, college teaching, and research.

**Course Requirements.** Courses in children's literature are open to graduate students who have been admitted to the Children's Literature Program administered by the Center for the Study of Children's Literature. Graduate students may also enroll on a single-course or institute basis. Graduate students in other fields may enroll with permission of their school or department. Undergraduate students may enroll under the regulations prescribed by the College. All courses carry four semester hours. See the Center for the Study of Children's Literature catalog for course descriptions.

Edu. 366	Survey of Children's Literature (see p. 37)
CL 401	Criticism of Literature for Children
CL 402	Art and Text in Children's Books
CL 410	Folklore and the Oral Tradition
CL 411	Victorian Children's Literature
CL 412	History of American Children's Literature
CL 413	Modern Realism and Historical Fiction
CL 414	Themes and Protagonists in Modern Fantasy
CL 416	Modern British Fiction for Young People
CL 420	Project-Thesis Tutorial
CL 430	Writing for Children
CL 470	Summer Institute in Children's Literature

\*Includes appropriate doctoral hood

## Department of Education

### The Master of Arts in Teaching (M.A.T.) Program

The M.A.T. Program admits prospective teachers with strong liberal arts backgrounds. Intended primarily for candidates with no previous teaching experience, this program prepares teachers to work with all types of learners within a regular classroom.

The M.A.T. Program requires at least 36 semester hours of course work, which may be completed in one summer session and one academic year. Students normally enter the program in late June for the six-week summer session, although arrangements can be made for September entry or part-time study. However, the final student-teaching experience is always a full-time commitment.

In the summer, students complete Edu. 357, Cultural Foundations of Education, 4 sem. hrs., and Edu. 345, Educational Psychology, 4 sem. hrs. During the fall semester, students take 12 semester hours of course work in curriculum and methods courses and field work appropriate to their area of professional preparation, and they choose one elective from a subject area field. They then complete 12 semester hours of student teaching in the spring semester.

Professional courses may be waived if the candidate has had comparable work as an undergraduate. When waivers are allowed, the candidate may choose additional elective(s) from the College curriculum. The waiver does not alter the basic requirement of 36 semester hours for the degree.

Transfer credit of up to eight semester hours toward the 36 required may be allowed, however, for graduate work completed at another institution, when that work is judged to be appropriate to the candidate's program.

Since the M.A.T. Program is planned to meet the Massachusetts State Regulations for Teacher Certification, a candidate's background and skills must be carefully examined. When necessary, additional course work beyond the 36 semester hours may be required in order to meet the regulations.

### The Elementary Teaching Program

The Elementary Teaching Program is open to candidates who wish to teach in mainstream, open, or traditional classrooms. Individual arrangements combining the elementary program with urban teaching or early childhood education may be planned with Departmental permission.

### The Middle and High School Teaching Programs

The Middle School Teaching Program is open to candidates who wish to be general middle school teachers or to pursue the following teaching specializations: English, modern foreign languages, history, social studies, behavioral studies, math, or general science. Candidates who wish to prepare for general middle school certification must have a broad general background in English, history, math, and science, with an undergraduate major in one of the areas taught in the middle school.

The High School Teaching Program is open to candidates who wish to pursue the following teaching specializations: English, French, Spanish,

history, psychology, social studies, and biology. Programs for teaching chemistry, physics, and mathematics may also be arranged.

**Admission:** The applicant must have a baccalaureate degree from an accredited college. The undergraduate record must give evidence of high academic achievement in the applicant's prospective teaching subject or subjects. Recommendations, an interview, and other documentation are required.

### The Master of Science in Special Education

The Master of Science in Special Education prepares students for approval, within the Commonwealth of Massachusetts, as Generic Consulting Teachers. Graduate students interested in these programs should take note that state approval as a special teacher is contingent upon the applicant holding a Massachusetts classroom teaching certificate.

The generic teacher serves children with special needs primarily through consultation with the regular classroom or resource room teacher and may also work with children on a one-to-one or small-group basis. A candidate is required to have two years of regular class or special education teaching experience or its equivalent.

This program is offered in cooperation with individual school systems in the greater Boston area. Information regarding the program is made available to school administrators during the spring semester. Interested candidates should contact their district superintendent or Simmons' Department of Education (617) 738-3152.

**Course Requirements:** The Generic Teacher Program is designed for persons currently working in public schools. Candidates may enroll in either the 28-credit certification program or the 32-credit Master of Science in Special Education Program. The required courses for the Generic Consulting Teacher Certification are listed below:

#### Fall Semester 1

Edu. 326	Introduction to Individualizing Instruction: Observing and Recording Learners' Behaviors and Analyzing Tasks	2 sem. hrs.
Edu. 342	Analysis of Behavior: Principles and Classroom Applications	4 sem. hrs.

#### Spring Semester 2

Edu. 319	Issues in Special Education: Application of the Concept of Normalization in Mainstreaming	2 sem. hrs.
Edu. 441	Developing Basic Competencies, Identifying Eligible Learners, and Implementing Individual Plans	4 sem. hrs.



### Summer

Edu. 447	Applied Research in the Competency-Based Service Model	4 sem. hrs.
----------	--	-------------

### Fall Semester 3

Edu. 437	Implementation of the Generic Role	4 sem. hrs.
----------	------------------------------------	-------------

Edu. 440	Generic Teacher Practicum 1	2 sem. hrs.
----------	-----------------------------	-------------

### Spring Semester 4

Edu. 404	Evaluation of the Consulting Process	2 sem. hrs.
----------	--------------------------------------	-------------

Edu. 443	Generic Teacher Practicum 2	4 sem. hrs.
----------	-----------------------------	-------------

In addition to the above requirements, students pursuing a Master of Science in Special Education must take Edu. 448, Developing the Inservice Training Role, four semester hours.

In accordance with state requirements, the Simmons Special Education Program is competency based. For this reason, in the case of transfer students, credit for course work will not be granted automatically. A student's competence in course work already completed elsewhere will be evaluated by Simmons staff and accepted where indicated.

## Department of English

### The Master of Arts

The master's curriculum is designed to provide one year's study that will supplement and consolidate the student's undergraduate work in literature, and allow some further specialization.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women are admitted to the program on either a full- or part-time basis. The applicant for admission must submit an official transcript of the undergraduate record, and, at the request of the Department, a statement of purpose in seeking the degree, together with recommendations from three former teachers. An interview may be requested.

Students are admitted to this program in both September and January.

The program of study is individually prescribed, the student being permitted to take certain courses in subjects closely adjacent to English *provided* these courses are directly relevant to a coherent plan of graduate work. It is expected that the can-

didate for the M.A. have competence in a language other than English, this competence being established by the successful completion of at least one course dealing with literary texts in that language, if the student has not already had an equivalent. Ordinarily no master's thesis is required, though students may, by directed individual study or in seminars, write a thesis as a substitute for courses they would otherwise take.

The master's degree requires the satisfactory completion of 32 semester hours. The Department advises at least one course in early English literature, Chaucer, or Renaissance unless the student has already had such courses. The remainder of the program is elected, after consultation, from courses best adapted to the student's needs and interests.

Courses numbered in the 300's are especially suitable for master's candidates.

Except by special consent of the Committee on Graduate Studies, no more than eight semester hours of transfer credit for graduate study elsewhere can be allowed toward the master's degree.

### The Master of Philosophy

The Master of Philosophy in English offers a year's advanced study of literature beyond the Master of Arts and provides a measure of specialization beyond that degree. Part of each student's schedule centers on some topic, area, period, or genre of personal interest—e.g., the relation of literature to the arts in a certain century, the modern American area, the nineteenth century, or the novel—this focus of interest being declared upon admission to the program. This special study is done individually under the direction of a member of the Departmental faculty. Before the degree is granted, the candidate takes an oral examination in the area or topic of concentration. As in the case of the Master of Arts, the student's total curriculum is arranged after full consultation and with due attention to the needs and purposes of the candidate. Courses in areas auxiliary to English are allowable *provided* they are closely relevant to a coherent plan of graduate study.

The Master of Philosophy Program ordinarily requires the previous completion of a master's degree in English, as well as competence in a foreign language as established by the successful completion of at least one course dealing with the literary texts in that language, if the student has not already had the equivalent. Except by special consent, no more than eight semester hours of transfer credit for graduate study elsewhere can be allowed toward the eight semester courses (32 semester hours) necessary for the Master of Philosophy.

Men as well as women are admitted to the Master of Philosophy Program, and part-time study is permissible. The applicant for admission must submit official transcripts of all previous academic records and, at the request of the Department, a statement of purposes in seeking the degree, together with recommendations from former teachers. Students are admitted to this program at the beginning of both the fall and spring semesters.

## Department of Foreign Languages and Literatures

### The Master of Arts: French The Master of Arts: Spanish

The curricula in Spanish and in French are designed to provide one year of study that will strengthen the oral and written command of Spanish or French and consolidate the student's knowledge of the language's literature. The program of study will be planned by the individual student, with the assistance of an assigned faculty adviser, to suit the particular preparation and objectives of the student.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women will be admitted, on a full- or part-time basis, to the graduate programs, which require the completion of 32 semester hours, i.e., eight semester courses. Although a master's thesis is not normally required, students are expected to complete a substantial research paper on a special topic in relation to one of the advanced courses.

For the Master of Arts in Spanish, it is recommended that the student elect at least five courses at the 300 level, with the remainder to be selected upon consultation with the assigned adviser from courses in related fields, such as another language taken as a minor.

The Master of Arts in French requires six courses in the field of concentration at the 300 level with the remainder to be selected upon consultation with the assigned adviser from courses in related fields such as English literature or another language.

Applicants for admission to the Master of Arts Program must submit an official transcript of the undergraduate record, a statement of purpose in pursuing the program, and three letters of recommendation from teachers or other persons well acquainted with the academic ability and performance of the candidate. This material should be received by the Chairman of the Department of Foreign Languages and Literatures by August 15 for the fall semester or by December 15 for the spring semester.

## Interdisciplinary: Humanities

### The Master of Arts in Humanities

The Master of Arts in Humanities Program is designed to give the student an individualized program of graduate study, interdisciplinary in its approach to literature, philosophy, and history. The program is open to both men and women on a full- or part-time basis.

Candidates for the degree must satisfactorily complete 32 semester hours, at least four of which must be in independent study, usually of an interdisciplinary nature. Each student's specific program of study will be individually planned with a faculty adviser, based on a written proposal in which the student has set forth his or her objectives in the program. This proposal is subject to the approval of an interdepartmental faculty committee.

More specifically, the proposal should present a central unifying theme to the student's planned course of study, along with a suggested sequence of courses and plans for independent study. The independent study component, while involving the offerings of two or more departments in the humanities area, should relate directly to the stated theme of the proposal. Proposals might involve such subjects as a literary genre, a problem in ethics or mores, a period of history, etc. A student may take certain courses offered by departments other than the humanities, provided they are directly related to the proposal.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Students will ordinarily have had a major in history, philosophy, foreign languages, or literature, although students with strong minors in these fields will be considered.

Applicants should submit an official transcript of the undergraduate record, letters of recommendation from three former teachers or academic employers, and the preliminary draft of a proposal. Students are admitted to the program in September and January, and it is desirable to apply well in advance of those dates. Although an interview is not required, it is strongly advised when possible.

Credit for graduate work done elsewhere will be considered only after the student has completed 16 hours of credit in the Simmons program. A maximum of eight hours of credit may be granted for such work.

## Department of Nursing

### The Master of Science in Primary Health Care Nursing

The Master of Science in Primary Health Care Nursing Program is designed to improve and extend the delivery of primary health care by preparing nurses for expanded roles. This program is a collaborative program of Simmons College Department of Nursing and the Brigham and Women's Hospital, a major teaching hospital, that has been actively involved in the education and employment of nurse practitioners since 1972. It offers clinical experiences and supplementary educational experiences in adult health care. The combination of the educational facilities of Simmons and clinical facilities of the hospital utilize effectively resources of both institu-



tions in preparing adult nurse practitioners to deliver primary health care.

The Graduate Program in Primary Health Care Nursing will prepare primary care nurse practitioners who are able to 1) synthesize knowledge from the behavioral, natural, and applied sciences in the delivery of primary health care; 2) initiate the assessment, planning, implementation, and evaluation of the delivery of primary health care to adults, utilizing a personalized theoretical framework in nursing practice; 3) develop the specialist role of the nurse practitioner within a health care team through collaboration and consultation with other health care professionals; 4) collaborate with health care professionals and consumers to evaluate and, where appropriate, initiate change in the health care delivery system; 5) demonstrate professional leadership through accountability and responsibility toward the improvement of primary health care; 6) apply methods of research and evaluation to the study of primary health care nursing; and 7) assume responsibility for continued learning and professional growth.

Candidates for the Master of Science degree in Primary Health Care Nursing must satisfactorily complete a minimum of 40 semester hours, including the following courses:

	sem. hrs.
Nur. 404 Normal and Abnormal Human Physiology	4
Nur. 406 Research Methods I	2
Nur. 407 Research Methods II	2
Nur. 450 Independent Study	2
Nur. 480 Theory and Practice: Primary Health Care Nursing I	
Theory	4
Clinical	4
Nur. 482 Theory and Practice: Primary Health Care Nursing II	
Theory	4
Clinical	4
Nur. 484 Theory and Practice: Primary Health Care Nursing III	
Theory	2
Clinical	4
Nur. 490 Seminar in Primary Health Care Nursing	4
Total:	36
Additional courses:	4
These may be chosen from:	
Nur. 450 Independent Study	
and/or Electives	
Nur. 460 Individual Study	
Total:	40

**Admission.** Admission to the Master of Science Program in Primary Health Care Nursing requires a baccalaureate degree from a National League for Nursing accredited nursing program and a license to practice in one of the United States. Consideration will be given to students with two or more years of nursing experience, one of which was in a community health agency or ambulatory primary care facilities. Candidates will be required to submit: a) official transcripts of their previous academic

work, b) three letters of recommendation from professional persons who are well acquainted with their professional performance, c) Graduate Record Examination scores, and d) a current statement of the candidate's satisfactory health status from her physician. Candidates are required to submit a written statement of her/his purpose in taking the program. The candidate is required to have had a course in health assessment and basic statistics prior to admission. The candidate must carry satisfactory coverage of Registered Professional Nurse Liability Insurance. Candidates who reach the final selection process are required to have a personal interview before admission to the program.

As in other Simmons College graduate programs, qualified men and minority students are encouraged to apply. Enrollment is limited, and preference is given to full-time students.

For further information and application, write to the Office of the Graduate Program in Primary Health Care Nursing, Department of Nursing, Simmons College, 300 The Fenway, Boston, MA 02115.

### Graduate School of Library and Information Science

The Graduate School of Library and Information Science offers professional programs for qualified college graduates, both men and women. One program, fully accredited by the Committee on Accreditation of the American Library Association, leads to the degree of Master of Science upon the completion of 36 semester hours of graduate courses taken in the Graduate School of Library and Information Science, Simmons College. The School also offers an advanced program for librarians in service leading to the degree of Doctor of Arts.

The library profession affords a broad range of opportunities in differing specializations and types of libraries—opportunities which vary from scholarship to administration, from service to children, young people, and adults, to work with research specialists. Accordingly, the Graduate School of Library and Information Science, in its Master of Science Program, provides a full range of elective specializations to meet the interests of those who wish to work with children in schools and public libraries, in other areas of public, college, and university libraries, and in special libraries. Fundamentally, librarianship deals with books and other materials which cover every subject and which the librarian must relate to people of all ages and degrees of education. This requires a considered awareness of the significance of the library in both the local community and society at large. It also requires ability to judge books and other materials in terms of the needs of the individuals who use them. Those who like people, as well as books, will find

librarianship a rich and satisfying profession. In addition, graduates of the School have found that the ability to collect, organize, and retrieve information has wide application outside the field of librarianship.

While a general education is an essential foundation for the study of library and information science, a subject interest that has been developed through adequate academic preparation frequently has direct application in the library field. The existence of numerous special libraries and special collections in general libraries offers attractive opportunities for those who have specialized in the social sciences, the physical and biological sciences, the fine arts, and other subject areas.

The catalog of the School contains detailed information regarding admission and degree requirements, course offerings, financial aid, and other related material, and should be consulted by those contemplating graduate study in library and information science at Simmons College. Copies of the catalog, the schedule of classes, the summer session announcement, and application forms may be obtained from the Director of Admissions of the Graduate School of Library and Information Science, Simmons College, 300 The Fenway, Boston, MA 02115.

### **Master of Science Program**

Candidates for admission to the Master of Science Program must offer assurance of capacity for graduate work. All applicants must hold a baccalaureate degree in the liberal arts or sciences from an accredited college or university. Those who are graduates of institutions where a system of letter grades is employed are expected to have achieved at least a B average in their final two years of undergraduate work in their major field of study. In addition, applicants are expected to have achieved at least a B— average in their overall preparation. All candidates must present a minimum of three full academic years (96 semester hours) of creditable undergraduate work in the liberal arts and sciences, exclusive of professional courses. Certain candidates may, at the option of the School, be requested to submit scores from the Aptitude Test portion of the Graduate Record Examination. All candidates are encouraged to take this examination and to submit their scores as part of the application process.

Application for admission to the Master of Science Program is made on a form obtained from the Director of Admissions of the Graduate School of Library and Information Science. A \$20 application fee, which is not refundable, official transcripts of the college record and a statement of graduation, personal recommendations, and, whenever required, a personal interview with a representative of the School, complete the application for admission.

Applicants for the Master of Science Program are urged to file their applications, with supporting documents, well in advance of the session in which they wish to begin study in order to insure proper consideration of their credentials. *It should be noted* that applications must be completed no later than May 1 for the summer session, July 1 for the fall semester, and November 1 for the spring semester. Applications that are completed after the above

deadlines will be considered for later academic sessions. Applicants should also understand that no consideration can be given to their applications until *all required supporting credentials* have been received. Accordingly, the School cannot assume responsibility for processing applications unless *all documents* are in hand by the deadlines indicated above.

Both full-time and part-time students may begin their studies with the summer session, the fall semester, or the spring semester: the admission requirements and instructional standards are identical. Courses are offered during regular daytime hours, late afternoons, and evenings. Courses equivalent to the one-year program are also offered in a series of summer sessions to qualified men and women. The entire program may be completed in four to five summers or by a combination of summer and term-time courses.

### **The Doctor of Arts Program**

In January 1973, the Corporation of Simmons College authorized establishment of a new program in the Graduate School of Library and Information Science leading to the degree of Doctor of Arts with a specialization in library administration. The objective of the Doctor of Arts Program at Simmons College is to provide experienced librarians with intensive advanced preparation for administrative and supervisory careers in libraries and information centers. The Doctor of Arts degree has in recent years become an alternative to the Ph.D. in a number of academic disciplines due to higher education studies such as those sponsored by the Carnegie Foundation. Simmons College, however, is believed to be the first to offer the new credential in librarianship.

The Doctor of Arts Program is based upon the conviction of the faculty of the Graduate School of Library and Information Science that advanced study in preparation for higher-level administrative responsibility should focus on specialized knowledge directly applicable to the operational concerns of libraries. The aim of the program is to provide an opportunity for an individualized program of systematic study that is interdisciplinary in character and centers on the application of sound principles of modern management to solve library administrative problems. In contrast with programs leading to the Ph.D. or D.L.S., the Doctor of Arts degree program is intended exclusively for those planning careers in library administration. Using a problem-solving methodology, the program's emphasis is upon the understanding of a systematic approach to the process of decision making. Within the program, students may choose from among public library administration, academic library administration, special library administration, or school media center administration as areas of specialization.

### **Minimum Requirements for Admission to the Doctor of Arts Program**

All candidates for admission must hold a baccalaureate degree from an accredited institution with an appropriate distribution of liberal arts courses. They must, in addition, hold a master's degree from a program in library science accredited by the American Library Association or a master's degree in educational media from an accredited institution.



Moreover, all candidates must hold a master's degree in a second relevant subject, or offer evidence of equivalent academic preparation as deemed an acceptable substitute by the Committee on Doctoral Study. All three degrees should reflect a high quality of academic performance through the presentation of a superior academic record.

Candidates for the Doctor of Arts Program must give evidence through a written statement that their professional goals are consistent with the goals of the program. It is expected that all candidates will present a background of several years of library experience, including supervisory or administrative experience. An interview with the Committee on Doctoral Study and appropriate testimonials to the professional competence of the applicant will be required.

A candidate for admission to the Doctor of Arts Program for whom English is not the native tongue must achieve a satisfactory score on the English Proficiency Test administered by the English Language Institute of the University of Michigan.

Since enrollment in the Doctor of Arts Program is limited, admission is on a selective basis. Candidates must understand that meeting the minimum requirements set forth above does not, in itself, assure admission to the program.

Applications for admission to the Doctor of Arts Program can be obtained from the Director of Admissions of the Graduate School of Library and Information Science. A nonrefundable \$25 application fee, official transcripts of all academic work currently in progress or completed, professional recommendations, a personal statement of professional career goals in relation to the goals of the Doctor of Arts Program, and a personal interview with the Committee on Doctoral Study complete the application for admission. Certain candidates may, at the option of the School, be requested to submit scores from the Aptitude Test portion of the Graduate Record Examination. All candidates are encouraged to take this examination and to submit their scores as part of the application process.

## Courses

Courses in library science are open only to graduate students or Simmons library science alumni who have been admitted to the Graduate School of Library and Information Science. See the catalog of the Graduate School of Library and Information Science for course descriptions.

## Master of Science Program

- LS 402 Current Issues in Library Management
- LS 406 Organization and Administration of School Media Centers/School Libraries
- LS 407 Reference Methods
- LS 408 Bibliographic Methods
- LS 409 Literature of the Social Sciences
- LS 410 Service to Adults
- LS 411 Intellectual Freedom and Censorship
- LS 413 Literature of the Humanities
- LS 414 Organization and Administration of Special Libraries
- LS 415 Organization of Knowledge in Libraries
- LS 416 Organization of Nonprint Materials
- LS 417 Advanced Cataloging and Classification
- LS 418 Technical Services
- LS 419 Indexing and Abstracting
- LS 420 Modern Publishing and Librarianship

- LS 424 The Film in Communication
- LS 428 Government Documents
- LS 429 Government Publications/Information
- LS 430 Introduction to Business Literature
- LS 431 The Design and Production of Instructional Materials
- LS 432 Research Methods
- LS 433 Oral History
- LS 434 Medical Librarianship
- LS 435 Music Librarianship
- LS 436 Art Librarianship
- LS 437 Legal Bibliography
- LS 438 Archives Management
- LS 439 Conservation Management for Libraries and Archives
- LS 450 The Community Library: Clients, Organization, and Analysis
- LS 455 Information Technology
- LS 460 On-Line Data Bases
- LS 468 Communication Media and Libraries
- LS 470 History of Visual Communication
- LS 472 The Experience of Management
- LS 481 Libraries, Contemporary Issues, and the Child
- LS 482 Library Programs for Children
- LS 483 Libraries, Contemporary Society, and the Adolescent
- LS 484 Literature of Science and Technology
- LS 485 Library Computer Systems
- LS 486 Library Systems Analysis
- LS 487 Information Science
- LS 490 International and Comparative Librarianship
- LS 498 Practicum: N-9
- LS 499 Practicum: 5-12
- LS 500 Advanced Independent Study
- LS 520 Advanced Topics
- LS 520A Collective Bargaining in Libraries
- LS 520B Fiscal Management of Library and Information Systems
- LS 520C Intellectual Freedom and Censorship
- LS 520D Information Management

## Doctor of Arts Program

*The following courses are open only to graduate students who have been admitted to the Doctor of Arts Program or who hold postgraduate standing. They may also be open, with permission of the instructor, to students who have achieved candidacy for the Master of Science degree.*

- LS 600 Supervised Study
- LS 602 Public Libraries: Radical Perspectives for Change
- LS 603 Academic Libraries: Radical Perspectives for Change
- LS 632 Research Methods
- LS 642 Applied Statistics for Library Management
- LS 666 Advanced Problems in School Media Center Administration
- LS 686 Library Systems Analysis
- LS 692 Contemporary Management Theory
- LS 699 Supervised Field Research

## Faculty

**\*\*Robert D. Stueart, Ph.D.** *Professor of Library Science and Dean of the Graduate School of Library and Information Science*

**James Michael Matarazzo, Ph.D.** *Professor of Library Science and Associate Dean, Graduate School of Library and Information Science*

**Ching-chih Chen, Ph.D.** *Professor of Library Science and Associate Dean, Graduate School of Library and Information Science*

**A.J. Anderson, Ed.D.** *Professor of Library Science*

*\*\*On sabbatical leave first semester 1981-82*

**Josephine Riss Fang, Ph.D.** Professor of Library Science  
**Estelle Jussim, D.L.S.** Professor of Library Science  
**James C. Baughman, Ph.D.** Associate Professor of Library Science  
**Juan R. Freudenthal, Ph.D.** Associate Professor of Library Science  
**Peter Hernon, Ph.D.** Associate Professor of Library Science  
**Patricia G. Oyler, Ph.D.** Associate Professor of Library Science  
**Richard Phillips Palmer, Ph.D.** Associate Professor of Library Science  
**Peter A. Neenan, M.A.L.S.** Assistant Professor of Library Science  
**Nancy E. Peace, D.L.S.** Assistant Professor of Library Science  
**Carolyn S. Schwartz, Ph.D. (Cert.)** Assistant Professor of Library Science  
**Susanna Schweitzer, M.S. (L.S.), M.S.I.S.** Assistant Professor of Library Science  
**L. Allen Smith, Ph.D.** Assistant Professor of Library Science  
**Richard K. Ashford, M.S. in L.S., M.A. (Children's Literature)** Instructor in Library Science

**Judith B. Yenawine, Ed.M.** Director of Admissions, Graduate School of Library and Information Science  
**S. Frances Berger, M.S.** Assistant to the Dean, Graduate School of Library and Information Science  
**Catherine M. Leary** Secretary, Graduate School of Library and Information Science  
**Maureen Walsh David, A.B.** Assistant Librarian, Graduate School of Library and Information Science  
**Alicia A. Hadden** Secretary, Graduate School of Library and Information Science  
**Marian R. Ossman, A.B.** Secretary, Graduate School of Library and Information Science  
**Paula F. Ebbitt, B.A.** Secretary, Graduate School of Library and Information Science

## Graduate School of Management

### The Master of Arts

The master's program in management is a new concept designed expressly to meet rapidly growing needs of business, industry, and nonprofit organizations for competent women managers. Simultaneously, it seeks to meet the needs of individual women who, in growing numbers, are pursuing management careers. In order to complete the 45 credit hours of work required for the master's degree in management in 12 months, each full-time student must be willing to commit herself to an intensive and rigorous program of study by taking six courses, or their equivalent, in each of three semesters (from September to August). Part-time students, most of whom are currently employed, generally take two courses each semester and are required to complete the program within five years. Although the program addresses the special needs of women in management, it is also open to qualified men.

### The Curriculum

The master's program curriculum develops in two parallel streams. One stream is concerned with structural, psychological, and behavioral issues; and the other with the functional areas of management concern: quantitative analysis, economic analysis, information systems, finance, accounting and control, operations management, and marketing. The two streams are tied together by a six-week internship and by integrative courses that confront the issue of managing individuals and their work in a deeper and more comprehensive way than a traditional graduate emphasis on marketing or finance, for example, permits. Individual course descriptions are given in the Graduate School of Management catalog.

### Admission

Two kinds of students will be considered for admission: those possessing a bachelor's degree or higher and those who do not hold a degree but who can present a significant record of professional accomplishment. Both kinds of students will be accepted for either full-time or part-time study. All applicants are required to submit their Graduate Management Admissions Test scores. Further information and applications may be obtained by writing or calling the Admissions Office of the Graduate School of Management, 409 Commonwealth Avenue, Boston, MA 02215 (617) 738-2204.

## Special Program in Management

### Middle Management Program

The Middle Management Program is an intensive, company-sponsored, ten-week residential management development program. Adapted from Simmons' Graduate School of Management, it is designed to assist employers in industry, in government agencies, and in the nonprofit sector prepare qualified women for positions in middle management.

The curriculum focuses on the development of both functional and behavioral skills. The functional courses increase the middle manager's competence in accounting, finance, economics, production, marketing, and information systems. An overall emphasis on planning and decision making enables participants to apply these functional skills to the more diverse responsibilities of middle management.

The behavioral courses investigate specific behavioral issues that must be dealt with by the woman manager. A unique group of cases, prepared by the Simmons College Institute for Case Research and Development, features women in managerial roles and helps participants gain new insights into their own behavior in a business environment.

Further information may be obtained by calling



the Middle Management Program Office at (617) 738-3133 or by writing to the Middle Management Program, 409 Commonwealth Avenue, Boston, MA 02215.

## Faculty

**Margaret Hennig, D.B.A.** *Dean of the Graduate School of Management and Professor of Management*  
**Anne Jardim, D.B.A.** *Dean of the Graduate School of Management and Professor of Management*  
**Jerrold P. Katz, Ph.D.** *Associate Professor of Graduate Management*  
**Barbara A. Sawtelle, Ph.D.** *Associate Professor of Graduate Management*  
**Catherine C. Bradley, M.A.** *Assistant Professor of Graduate Management*  
**Susan Hass, M.B.A.** *Assistant Professor of Graduate Management*  
**Deborah M. Kolb, Ph.D.** *Assistant Professor of Graduate Management*  
**Frederick D. Wiersema, M.A.** *Assistant Professor of Graduate Management*

## Graduate School of Social Work

### General Statement

The School of Social Work offers a two-year graduate program that prepares qualified men and women for the professional practice of social work, with particular competence in the application of the social casework method. The School aims to produce graduates who possess the knowledge, skills, and philosophy of social work, integrated and balanced in such a way as to enable them to function successfully in beginning social work positions and to continue to grow in ability and responsibility in future practice.

The School program includes learnings acquired through both classroom and field work instruction in social work methods, social work practice, human growth and development, social policy and services, and research. Such learnings are derived from social work itself and from the related fields of medicine, psychiatry, and the social sciences. Emphasis in both years is placed on the values system of social work, the conceptual basis for social work practice, and the various methods social workers use in rendering services to people. Classroom content is reinforced, supplemented, and tested through the student's concurrent experience in carrying out social casework responsibilities in community social agencies and institutions selected as training centers.

The School, in cooperation with the Career Services and Placement Office of Simmons College, assists in the placement of its graduates. A survey conducted in October 1980 of persons who gradu-

ated from the School in May 1980 showed that 91 percent were employed.

### Admission

In recent years the number of qualified applicants has greatly exceeded available openings in the program. The School sets the following requirements for admission, some of which may be waived in very special situations:

1. graduation from an accredited college.
2. evidence of the applicant's intellectual capacity to carry academic work at the graduate level. At least a 3.0 average in undergraduate work is required for admission.
3. evidence of the applicant's personal qualifications for social work, such as emotional stability, maturity, and the capacity and desire to form helping relationships.
4. candidates are expected to have explored the field of social work and social work education. Experience in service to people might have been obtained through summer employment, field experience in relation to course work, volunteer work during or after college, and/or full-time employment in the human services after graduation from college.

It is desirable that applicants for admission have a balanced liberal arts education, including social sciences studies at the undergraduate level.

### Minority Group Students

Mindful of the value to the School and to the community of increasing the numbers of minority group students and graduates, the School welcomes applications from black, Spanish-speaking, and other minority groups candidates. The financial need of such applicants is carefully considered. Both full- and part-time students are encouraged to apply.

### Foreign Students

The School has a history of admitting selected students from other countries. Applicants should carefully consider whether the School's curriculum, with its special emphasis on the casework method, prepares them suitably for work in their own countries. Applicants must meet the stated requirements for admission and must have a firm plan for financing their education and their living expenses in the United States. Applicants are expected to read, write, and speak English fluently. The TOEFL (Test of English as a Foreign Language) examination is required.

### Degree

Two full academic years in residence are required for the Master of Social Work degree, unless the student has satisfactorily completed the first year in a School of Social Work that is a member of the Council on Social Work Education. A minimum of 52 semester hours is required for the degree. Candidates must demonstrate the ability to meet a high professional standard in fulfilling the requirements for the degree. All work must be completed in five calendar years from the initial date of enrollment. See also the section on page 92 titled "Graduate Programs."

A catalog giving more detailed information may be obtained by writing to the Admissions Office, Simmons College School of Social Work, 51 Commonwealth Avenue, Boston, MA 02116.

## Courses

### I. Theory and Practice

#### Methods Sequence

- SW 421-0 Social Casework
- SW 424-1, 2 Seminar in Social Casework
- SW 425-2 Family Therapy
- SW 426-1 Group Treatment
- SW 427-2 Issues of Aging and Terminal Illness
- SW 432-2 Principles of Supervision
- SW 434-2 Children and Parents at Risk: Prevention and Interventions

#### Human Behavior Sequence

- SW 411-0 Human Behavior and the Social Environment
- SW 412-2 Small Group Dynamics
- SW 414-1 Clinical Psychopathology
- SW 415-2 Psychosocial Aspects of Medical Illness
- SW 416-1 Behavior Pathology of Childhood
- SW 417-2 Emotional Disturbances of Adult Life
- SW 419-2 Adult Character Structure and Functioning
- SW 420-2 Psychodynamics of Severe Disturbances

#### Research Sequence

- SW 441-1 Social Work Research
- SW 442-0 Seminar in Social Work Research
- SW 443-2 Use of Computers for Research and Administration

#### Social Policy Sequence

- SW 401-0 Social Policy and Services
- SW 405-1 Organizational Dynamics: The Mental Health Service Delivery System
- SW 410-2 Community Mental Health
- SW 453-1 The Health Care System: Implications for Clinical Practice
- SW 454-2 Social Work Advocacy
- SW 455-1 The Family, the Child, and the Law: An Interdisciplinary Perspective

#### Dynamics of Racism

- SW 409-2 Dynamics of Racism

### II. Field Work

- SW 446-0 Year I Field Work
- SW 447-0 Year II Field Work

## Faculty

**Diana Pollard Waldfogel, M.S.W.** *Dean and Professor of Social Work*

**Joseph M. Regan, M.S.W., Ph.D.** *Assistant Dean and Assistant Professor of Social Work*

**Helen Zarsky Reinherz, M.S.W., M.S. Hyg., Sc.D.** *Professor of Social Work, Chairman of Research Sequence, and Program Director of Identifying Preschool Children at Risk Program*

**James Mendrick McCracken, Jr., M.S.W.** *Professor of Social Work and Chairman of Field Work Sequence*

**Sophie Freud Loewenstein, M.S.W., Ph.D.** *Professor of Social Work and Chairman of the Human Behavior Sequence*

**Elizabeth C. Lemon, Diploma, Smith College** *Professor of Social Work and Chairman of the Methods Sequence*

**\*Millicent N. Hill, M.S.S.** *Associate Professor of Social Work and Coordinator of Dynamics of Racism Course*

**Lois Diesing, M.S.W.** *Associate Professor of Social Work*  
**Priscilla Mullen Riley, M.S.W.** *Associate Professor of Social Work and Director of Iris MacRae Extended Program*

**Lewis A. White, M.S.S.S.** *Associate Professor of Social Work and Program Director of Child and Family Welfare Training Program*

**Doris M. Rodman, M.S.W.** *Assistant Professor of Social Work*

**Shisha Amabel, M.S.W.** *Assistant Professor and Assistant Training Director of Community Mental Health Training Program*

**Eileen Freiberg, M.S.S.S.** *Assistant Professor and Program Director of Community Mental Health Training Program*

**Jeane W. Anastas, M.S.W.** *Assistant Professor of Social Work*

**David A. Adler, M.D.** *Adjunct Assistant Professor*

**Barbara G. Berkman, M.A., D.S.W.** *Adjunct Associate Professor*

**Daniel P. Brown, Ph.D.** *Adjunct Assistant Professor*

**Lillian Pike Cain, M.S.W., Ph.D.** *Adjunct Assistant Professor and Research Director of Community Mental Health Training Program*

**Franklin C. Curren, M.D.** *Adjunct Associate Professor*

**Ruth G. Dean, M.S.W.** *Lecturer*

**Margot T. Fanger, M.S.W.** *Adjunct Assistant Professor*

**Maurice Ford, LL.B., S.J.D.** *Adjunct Assistant Professor*

**Bernadine Foster, M.S.W.** *Adjunct Assistant Professor*

**Judith F. Olson, M.S.W.** *Adjunct Associate Professor*

**Stephen H. Gorin, M.S.W.** *Adjunct Assistant Professor*

**Mollie C. Grob, M.S.W.** *Adjunct Professor*

**Jon E. Gudeman, M.D.** *Adjunct Associate Professor*

**Ann F. Henderson, M.S.S.S.** *Adjunct Assistant Professor*

**Beth Kemler, M.S.W.** *Adjunct Assistant Professor*

**Don R. Lipsitt, M.D.** *Adjunct Associate Professor*

**Leonard J. Marcus, M.S.W.** *Adjunct Assistant Professor*

**Frederick L. Meisel, M.D.** *Adjunct Assistant Professor*

**Frances Nason, M.S.W.** *Adjunct Assistant Professor*

**Myra O'Regan, M.Sc., Ph.D.** *Adjunct Assistant Professor and Research Associate of Identifying Preschool Children at Risk Program*

**Clifford G. Robinson, M.S.W.** *Adjunct Assistant Professor*

**Leonora S. Rosen, M.S.W.** *Adjunct Assistant Professor*

**Paul L. Russell, M.D.** *Adjunct Associate Professor*

**Gerald Schames, M.S.W.** *Adjunct Associate Professor*

**Betty-Jane Scheff, M.Ed.** *Adjunct Assistant Professor*

**Kathy H. Sheehan, M.S.W.** *Adjunct Assistant Professor*

**Susan C. Shulman, M.S.W.** *Adjunct Assistant Professor*

**Henry Wechsler, M.A., Ph.D.** *Adjunct Professor*

**Carol N. Williams, Ph.D.** *Adjunct Assistant Professor*

**Assunta Young, M.S.W., Ph.D.** *Adjunct Assistant Professor*

## Library

**Marilyn Bregoli, M.S.** *Librarian, School of Social Work*

**Jacqueline Bassett, B.A.** *Assistant Librarian*

**Clare Crofwell, B.A.** *Assistant Librarian*

## Staff

**Louise Remick Brown, A.B.** *Assistant to the Dean*

**Elizabeth Boylan Sullivan, A.B.** *Coordinator for Admissions and Financial Aid*

**Gloria G. Armstrong, B.S.** *Field Work Secretary*

**Mary M. Condon, B.A.** *Receptionist/Secretary*

**Karen Lindstadt, B.A.** *Faculty Secretary*

**Helen G. O'Neill** *Admissions/Faculty Secretary*

**Mary Alice Sullivan** *Faculty Secretary*



## The Corporation

Elisabeth McArthur Shepard, B.S., *Boston*  
Robert F. Bradford, LL.B., LL.D., L.H.D., *Cambridge*  
Franklin K. Hoyt, LL.B., *Wellesley*  
Allan R. Finlay, B.A., *Boston*  
Arthur Perry, B.A., *Concord, Clerk*  
Mildred Custin, B.S., L.H.D., *New York, NY*  
Joan Meiber Warburg, B.S., *Greenwich, CT*  
Colman M. Mockler, Jr., M.B.A., *Wayland, Chairman*  
Kathryn Wilson Moore, B.S., *New York, NY*  
James M. Fitzgibbons, B.A., *Brookline*  
William J. Holmes, Jr., Ph.D., *Brookline, President*  
Bruce Harriman, M.B.A., *Marblehead*  
Herbert E. Tucker, Jr., LL.B., *Wellesley*  
Anne Lincoln Bryant, Ed.D., *Chicago, IL*  
Dorothy Potcherkoff Langer, B.S., *New York, NY*  
Nancy Cahners Pokross, B.A., *Cambridge*  
Charles S. Boit, M.B.A., *Jamaica Plain*  
Alfred L. Donovan, B.A., *Rockland*  
Penelope Stathopoulos Peckos, M.S., *Stoneham*  
Ernest Ejner Monrad, LL.B., *Boston*  
Linda Kotzen Paresky, M.A.T., *Weston*  
Jane Bergwall Shattuck, *Boston*  
George M. Lynn, B.S., *Framingham*  
William Windle, *Brookline*  
Louise Sheldon Wiegenstein, M.D., *Bellview, WA*

Rosamond Lamb, D.F.A. *Emeritus*  
Joseph W. Lund, B.A. *Emeritus*  
Milton E. Lord, B.A. *Emeritus*  
Erwin D. Canham, M.A., L.H.D., LL.D. *Emeritus*

## Emeriti

Diana Ballin Abbott, M.A., M.P.H. *Associate Professor of Nutrition, Emeritus*  
Helen Goller Adams, M.A. *Professor of Secretarial Studies, Emeritus*  
Richmond Knowlton Bachelder, B.B.A. *Treasurer, Emeritus*  
Louise Silbert Bandler, M.S.W. *Professor of Social Work, Emeritus*  
Bancroft Beatley, Ed.D., Litt.D., LL.D., L.H.D. *President, Emeritus*  
Raymond Francis Bosworth, S.B., A.M. *Professor of English, Emeritus*  
Richard Bruce Carpenter, Ph.D. *Professor of Art History, Emeritus*  
Alice Channing, Ph.D. *Professor of Social Economy, Emeritus*  
Burton Abercrombie Cleaves, Mus.M. *Professor of Music, Emeritus*  
Eleanor Clifton, M.A. *Dean, Emeritus*  
Mildred Lauder Coombs, M.A. *Associate Professor of Biology, Emeritus*  
Isabella Kellock Coulter, M.A. *Professor of Advertising, Emeritus*  
Stephen Russell Deane, Ph.D. *Professor of Psychology, Emeritus*  
Sigrid Anderson Edge, M.A. *Professor of Library Science, Emeritus*  
Eula Gertrude Ferguson, B.A., B.S. *Associate Professor of Secretarial Studies, Emeritus*

Lucy Ellis Fisher, M.S. *Professor of Foods, Emeritus*  
Royal Merrill Frye, Ph.D., Sc.D. *Professor of Physics, Emeritus*  
Anne Soloveichik Gerber, M.A., M.S.W. *Professor of Social Work, Emeritus*  
Edith Fishtine Helman, Ph.D., Litt.D. *Professor of Spanish, Emeritus*  
Minnie Emmett Kelley, M.S. *Associate Professor of Social Economy, Emeritus*  
Mary Ramon Kinney, M.S. *Associate Professor of Library Science, Emeritus*  
Manfred Klein, Ph.D. *Professor of German, Emeritus*  
Ruth Shaw Leonard, M.S. *Associate Professor of Library Science, Emeritus*  
Judith Matlack, M.A. *Professor of English, Emeritus*  
Margaret Bonney Milliken, M.A. *Associate Professor of English, Emeritus*  
Jennie Mohr, Ph.D., M.S.S. *Professor of Social Economy, Emeritus*  
Paul Raymond Nichols, Ph.D. *Professor of Economics, Emeritus*  
William Edgar Park, B.D., D.D., M.S., L.H.D., LL.D. *President, Emeritus*  
Elda Robb, Ph.D., D.Sc., D.P.S. *Professor of Nutrition, Emeritus*  
Margaret Louise Ross, Ph.D. *Professor of Nutrition, Emeritus*  
Margaret Rowe, Ed.M. *Associate Professor of Physical Education, Emeritus*  
Robert F. Rutherford, Ed.M., M.S., D.S.S. *Professor of Social Work, Emeritus*  
M. Don Sargent, M.A. *Treasurer, Emeritus*  
Meyer Schwartz, M.S.S.A. *Professor of Social Work, Emeritus*  
Kenneth Raymond Shaffer, B.S. in L.S., D.L.S. *Professor of Library Science, Emeritus*  
Julian Louis Solinger, Ph.D., Ed.D. *Professor of Biology, Emeritus*  
Maida Harmon Solomon, B.A., B.S. *Professor of Social Economy, Emeritus*  
Jessie Stuart, M.A. *Professor of Retailing, Emeritus*  
Wylie Sypher, Ph.D., Litt.D., L.H.D. *Professor of English, Emeritus*  
Athena R. Theodore, Ph.D. *Professor of Sociology, Emeritus*  
Roy Tollefson, Ph.D. *Professor of Government, Emeritus*  
Luella D. Wadsworth, B.S. *Assistant Professor of Chemistry, Emeritus*  
Martha Gorovitz Waldstein, M.S.S. *Associate Professor of Social Economy, Emeritus*  
Ethel Walsh, A.B., M.S. *Professor of Social Work, Emeritus*  
Elizabeth Weiant, B.S., M.A., M.S. *Associate Professor of Biology, Emeritus*  
Joel S. Weinberg, D.Ed. *Professor of Education, Emeritus*  
Dorothy F. Williams, S.M., D. Journ. *Professor of Communications, Emeritus*

## Administration

### Admissions Office

Linda Cox Maguire, M.Ed. *Director*  
Sidonia Dalby, M.Ed. *Associate Director*  
Christine Bezreh, M.Ed. *Assistant Director*  
Diane Auguste, B.A. *Assistant to the Director*  
Ann Bowe, B.A. *Assistant to the Director*  
Barbara Palangi, B.A. *Secretary/Receptionist*  
Sheila Oranch *Records Supervisor*  
Barbara O'Brien *Clerk/Typist*  
Sharon Mulhern *Secretary*

### Afro-American Studies Office

Floyd Barbour, A.B. *Director*  
Marcia Holford, B.A. *Research Assistant*

### Alumnae Affairs Office

Mary Jane Doherty, S.B. *Director*  
Susan Berman, B.A. *Assistant Director*  
Gwenyth Flagg, B.M.E. *Secretary*  
Julie Paige, M.S.Ed. *Secretary*  
Judith Ross, A.A.S. *Secretary*  
Mary Dwyer *Records Supervisor*  
Carolyn Kream, A.A.S. *Records Supervisor*

### Business Manager's Office

Walter Steere, Ed.M. *Business Manager*  
Kathleen Peroni *Assistant to the Business Manager*  
Annette Lebicz, B.S. *Secretary*  
Marita Rosen, B.A. *Secretary*  
Anna Wagner *College Receptionist*  
Kenneth Highland *Mail/Switchboard Supervisor*  
Carol Stewart *Supervisor of Operations*  
John Conti, B.A. *Director of Security*  
Alan Lippincott *Maintenance Supervisor*  
Edward Wencis *Assistant Plant Superintendent, Garland Center*  
Stanley A. Homly, B.S. *Copy Center Supervisor*

### Career Planning and Counseling Center

Jonathan Ehrenworth, Ph.D. *Director*  
Louise Rundle, Ed.D. *Associate Director*  
Lourdes Rodriguez-Nogues, M.Ed. *Counselor*  
Virginia Byron, M.Ed. *Human Sexuality Coordinator*  
Adele Ash *Secretary*

### Career Services and Placement Office

Joann Carroll, A.B. *Director*  
Nancy Arone, M.Ed. *Associate Director*  
Lois Wells *Recruiting Coordinator and Secretary*  
Karen Ehrlich *Secretary*  
Katherine Ward *Secretary*

## Continuing Education Office

Carol Pooler, B.S. *Director*  
Louise Comeau, Ed.D. *Associate Director and Coordinator of Alumnae Career Planning Program*  
Isabelle Pound, M.Ed. *Counselor*  
Hope Pobst, B.A. *Secretary*  
Irene Chaput *Secretary*

### Dean of the College's Office

Charlotte Morocco, M.Ed. *Dean*  
Marva Perry, M.Ed. *Acting Associate Dean*  
Susan Scheinfeldt, A.A.S. *Administrative Assistant*  
Helena Cocco, B.A. *Secretary*

### Development Office

Gail Thacher, A.B. *Director*  
Mildred Farrell, B.A. *Research Associate*  
Carol Demirjian, B.A. *Assistant Director*  
Mary Canavan, B.S. *Assistant Director*  
Thelma Marcus, B.S. *Administrative Assistant*  
Patricia Alves-Kemmett, B.A. *Secretary*  
Elaine Stern *Gift Recorder*  
Judith Tsinzo, B.S. *Gift Recorder*

### Health Center

Marjorie Readdy, M.D. *Director*  
Nina Litton, M.D. *Associate Physician*  
Johanna Perlmutter, M.D. *Consulting Gynecologist*  
Egon Wissing, M.D. *Roentgenologist*  
Joy Easter, M.D. *Consulting Psychiatrist*  
Marybeth Haggerty, R.N. *Acting Coordinator of Patient Services*  
Susan Ulin, B.S. *Acting Director of Nurses*  
Pauline Zimmon *Laboratory Technician*  
Lillian Mackall, R.T. *X-ray Technician*  
Jean Lane, R.N., C.P.N.P. *Clinic Nurse*  
Mary Ellen Armington *Assistant Nurse*  
Gretchen Mayher, B.A., R.N. *Assistant Nurse*  
Pamela Ruprecht, R.N. *Assistant Nurse*  
Sally Neuner, R.N. *Nurse/Secretary*

### Humanities Office

Charles Mackey, Ph.D. *Dean*  
Maureen Burke *Administrative Assistant*

### Library Office

Artemis Kirk, M.S. *Director*  
Michele Urann *Administrative Assistant*  
Kathryn Burris, B.A. *Cataloging Assistant*  
Alexander Hareld, B.A. *Evening Supervisor*  
Martha Davidson, M.S. *Cataloger*  
Maryse Raynal, M.A. *Assistant Cataloger*  
Douglas Cogger, M.Ed. *Office Supervisor*  
Ronald Nuse, M.Ed. *Coordinator of the Media Center*  
Susan Levy, M.S. *Reference/Career Resource Center Librarian*  
Megan Sniffin, M.A. *College Archivist*



**Audrey Potter** *Reference Librarian*  
**Daphne Harrington** *Cataloging Librarian*

#### **President's Office**

**William J. Holmes, Ph.D.** *President*  
**Priscilla L. McKee** *Administrative Vice President and Assistant to the President*  
**Kathy Luby** *Secretary*  
**Tracy Simmons, A.A.S.** *Secretary*

#### **Public Information Office**

**Margaret Loeb, B.S.** *Director and Editor of the Simmons Review*  
**Candace Petre Humphreys, B.A.** *Associate Director*  
**M. Elizabeth Sullivan, B.A.** *Assistant to the Director and Assistant Editor of Simmons Review*  
**Maureen Ryan** *Public Information Assistant*

#### **Registrar's Office**

**Sherwood Barrow, B.S.** *Registrar*  
**Donna Dolan** *Associate Registrar*  
**Amy Oleson, B.A.** *Assistant to the Registrar*  
**Dawn Piantoni** *Secretary*  
**Martha Annis** *Secretary*  
**Susan Murphy** *Secretary*

#### **Residence Halls**

**Carol Leary, M.S.** *Director of Residence*  
**Terri Borkan, B.A.** *Secretary*  
**Holly DeWees, M.A.** *Assistant Director and Head Resident, Dix Hall*  
**Debra Scannell, M.A.** *Assistant Director and Head Resident, Simmons Hall*  
**Karen Heiko, B.S.** *Head Resident, Arnold Hall*  
**Sarah Killory, B.A.** *Head Resident, Gardner House*  
**Rick Mitchell, Ph.D.** *Head Resident, Morse Hall*  
**Allison Moore, M.S.** *Head Resident, Smith Hall*  
**Julie McSorley, B.A.** *Head Resident, North Hall*  
**Marva Perry, M.Ed.** *Head Resident, Evans Hall*  
**Ann-Marie Tessier, B.A.** *Head Resident, Mesick Hall*  
**Linnell Yugawa, M.Ed.** *Head Resident, South Hall*

#### **Residence Halls—Plant**

**Ann Steere** *Manager of Residence*  
**Lawrence Moore** *Maintenance Supervisor*  
**Joseph Galonek** *Executive Housekeeper*

#### **Science Office**

**Anne Coghlan, Ph.D.** *Dean*  
**Helen Ularich, B.A.** *Administrative Assistant*  
**Linda Smith** *Secretary*  
**Alana Dudley** *Secretary*

#### **Simmons College Computer Facility**

**Leonard J. Soltzberg, Ph.D.** *Director*  
**Mary Helen Kuhns, M.S.** *Associate Director*  
**George Chapin** *Supervisor/Operations*  
**Yelena Lander, M.B.A.** *Senior Programmer/Analyst*  
**Michael Britten** *Programmer/Analyst*  
**Herb Levine, B.A.** *Programmer/Analyst*  
**Mary Fader** *Assistant in Data Processing*  
**Harriet Murphy** *Assistant in Data Processing*

#### **Social Sciences and Graduate Studies Office**

**John Robinson, D.Ed.** *Dean*  
**Diane Armstrong, B.A.** *Administrative Assistant*  
**Mary Peck** *Secretary*  
**Esther Jenkins, B.S.** *Secretary*

#### **Sponsored Programs Office**

**Donna Robinson, M.Ed.** *Director*

#### **Student Activities Center**

**Susan Stockton, M.F.A.** *Director*  
**Anne Meyer, M.Ed.** *Secretary*

#### **Student Employment Office**

**Ann Shaw, M.Ed.** *Director*  
**Wendy Gravis, M.A.** *Secretary*

#### **Student Financial Aid Office**

**Lisa Mayer, B.A.** *Director*  
**Deborah Doane, B.A.** *Assistant Director*  
**Diane De Mare, B.S.** *Assistant to the Director*  
**Toshie Mancuso** *Administrative Assistant*  
**Laurice Maloley, B.S.** *Assistant for Financial Records*  
**Clare Wilkerson, A.A.S.** *Secretary*

#### **Supportive Instructional Services Office**

**Helen Moore, Ph.D.** *Director*  
**Kimberley McChesney, M.A.** *Assistant to the Director*  
**Mary Williams** *Secretary*

#### **Treasurer's Office**

**Michael West, B.S.** *Treasurer*  
**Patricia Fallon, M.S.** *Assistant Treasurer and Comptroller*  
**Jessie Grant, B.S.** *Assistant Comptroller*  
**Alice Quigley, B.A.** *Accounts Receivable Supervisor*  
**Diane Hallisey** *Sponsored Programs Supervisor*  
**Helen Davies, A.B.** *Payroll Supervisor*  
**Darlene Relyea** *Head Cashier*  
**Elaine Hanley** *Assistant to the Treasurer*  
**Janice Tritto** *Assistant to the Comptroller*

**Jean Chaput Welch, A.A.S.** *Payroll Assistant*  
**Deborah Moore** *Accounts Receivable Assistant*  
**Lucille Oliver, B.A.** *Work-Study Payroll Assistant*  
**Christine Capone, A.A.S.** *Accounts Payable Assistant*  
**Kathleen Scott** *Assistant Cashier*  
**Mary Brito** *Sponsored Programs Assistant*

## Awards and Prizes

**Edward H. Addelson Foreign Study Award**, to a student nominated by the Department of Foreign Languages and Literatures on the basis of scholastic achievement.

**Alumnae Award for Academic Achievement**, to a senior distinguished as to scholarship who comes recommended by the department in which she is enrolled as the most promising in her chosen field.

**Alumnae Honor Award**, to the senior who most nearly approximates the ideal Simmons student by combining scholarship, participation in student activities, contribution to college life, and general all-round excellence.

**Allen Douglass Bliss Memorial Award**, to that fourth-year student, recommended by the Department of Chemistry, whose academic achievement and promise in the field of chemistry are highest among her classmates specializing in this science.

**Jean Bratton Award**, to a senior of superior intellectual and human quality who is concentrating in language and literature.

**Jessie Bancroft Cox Prize in Communications**, to the senior who in the judgment of the faculty of the Department has demonstrated the greatest professional promise in the field of publication.

**Mariana Evans Creel Award**, to the outstanding graduating student in journalism.

**Danielson Memorial Award**, awarded to an outstanding resident junior, to be applied to her residence charges for the senior year.

**Stephen R. Deane Award**, to the senior psychology concentrator(s) who best exemplify those qualities of academic excellence for which Dr. Deane stands.

**Beatrice Gannon Award**, to the senior in the Department of Management selected for outstanding scholarly achievement.

**King C. Gillette Award**, to the graduating senior in the Department of Management who best exhibits those qualities of leadership, scholarship, service, and character that are usually associated with professional and personal success.

**Hodgkinson Achievement Award**, to an outstanding member of the graduating class, specializing in retailing, selected for outstanding scholarly achievement.

**Ruby Winslow Linn Award**, to an outstanding junior in the field of nutrition.

**Palmer Award**, to the senior who has been a superior student in the humanities and social sciences, and who has made a significant contribution to extracurricular activities in the area of intergroup relations.

**Prince School Founder's Prize**, to the outstanding member of the graduating class in the Prince Program in Retail Management.

**Robert Rankin Award**, to the senior who best displays the qualities of friendliness, understanding, and interest in her fellow men that were evident in Dr. Robert Rankin.

**Helena Rubinstein Scholarships**, for outstanding senior students in the fields of chemistry, business, or retailing administration.

**Marjory Stimson Honors Award**, established by the Nurses Club of Simmons College in honor of Miss Stimson, for many years a member of the faculty of the Department of Nursing. It is awarded to a senior who is distinguished as to scholarship and who comes recommended by the Department of Nursing as one of the most promising in her chosen field.

**Julia Myerson Trustman Fellowship**, may be awarded to an outstanding senior in the field of art who has been selected by a committee of the humanities faculty. (If there is no qualified senior, this award may be given to a faculty member.)

**Catherine Jones Witton Memorial Award**, to the outstanding senior specializing in biology.



## Voting Members of the College Faculty 1981-1982

**Brad Art**, *Instructor in Philosophy*

B.A., Miami University, 1972.

**Woodrow Baldwin**, *Professor of Management*

B.S., University of Oklahoma, 1942; M.A., 1948, Ed.D., 1952, University of California.

**Floyd Barbour**, *Associate Professor of English*

A.B., Bowdoin College, 1960.

**Sherwood Barrow**, *Registrar*

B.A., Grinnell College, 1950.

**Donald Basch**, *Assistant Professor of Economics*

B.A., Trinity College, 1968; M.A., 1972, M. Phil., 1973, Ph.D., 1977, Yale University.

**Mae Beck**, *Associate Professor of Chemistry*

B.S., Michigan State University, 1948; A.M., Smith College, 1955; Ph.D., University of Pennsylvania, 1960.

**Jerry Bell**, *Professor of Chemistry*

A.B., 1958, Ph.D., 1962, Harvard University.

**Lynda Beltz**, *Associate Professor of*

*Communications*

B.A., 1962, M.A., 1963, Ph.D., 1968, Indiana University.

**Martha Berliner**, *Professor of Biology*

B.A., Hunter College, 1949; M.A., University of Michigan, 1950; Ph.D., Columbia University, 1953.

**Katherine Bevacqua**, *Associate Professor of*

*Nutrition*

B.S., 1956, M.S., 1958, Pennsylvania State

University; M.Ed., Boston University, 1968.

**Peter Bowers**, *Professor of Chemistry*

B.A., Cambridge, 1961; Ph.D., University of British Columbia, 1964.

**Virginia Bratton**, *Professor of Graphic Arts*

S.B., Simmons College, 1947.

**Phyllis Brauner**, *Professor of Chemistry*

A.B., Wheaton College, 1938; M.A., Wellesley

College, 1940; Ph.D., Boston University, 1959.

**Pamela Bromberg**, *Assistant Professor of English*

B.A., Wellesley College, 1968; Ph.D., Yale University, 1973.

**David Browder**, *Associate Professor of Mathematics*

B.A., Amherst College, 1966; M.A., 1968, Ph.D., 1971, University of Oregon.

**Sheila Brown**, *Coordinator of Intercollegiate*

*Activities*

B.A., St. Olaf's College, 1968; M.S., University of Colorado, 1973.

**James B. Bryan**, *Instructor in Economics*

A.B., University of Notre Dame, 1970.

**Marie Bueche**, *Assistant Professor of Nursing*

B.S., Simmons College, 1962; M.S., Boston University, 1964.

**Joann Carroll**, *Director of Career Services and*

*Placement*

A.B., Smith College, 1948.

**Teresa Carterette**, *Professor of Psychology*

B.A., University of Chicago, 1947; M.A., 1957, Ph.D., 1960, Indiana University.

**Peter W. Castle**, *Associate Professor of Psychology*

A.B., Harvard College, 1955; Ph.D., Brandeis University, 1970.

**Dana Chandler**, *Associate Professor of Art*

B.S., Massachusetts College of Art, 1967.

**Gautam Chatterjee**, *Instructor in Economics*

B.A., Jadavpur University, 1969; M.A., Delhi School of Economics, 1972; M.A., University of Essex, 1974.

**Anne Coghlan**, *Dean of Sciences and Professor of*

*Biology*

B.S., Simmons College, 1948; M.Ed., Boston University, 1953; M.S., University of Vermont, 1957;

Ph.D., University of Rhode Island, 1965.

**Louise G. Cohen**, *Associate Professor of Spanish*

B.S., Simmons College, 1963; A.M., 1964, Ph.D.,

1969, Harvard University.

**Louise H. Comeau**, *Assistant Director of Continuing*

*Education and Director of NABW Program*

B.A., Simmons College, 1969; Ed.D., Boston University, 1977.

**Diane Couloupoulos**, *Associate Professor of*

*Psychology*

B.A., University of Connecticut, 1960; M.S., 1962,

Ph.D., 1970, Tufts University.

**Laurie Crumacker**, *Assistant Professor of History*

B.S., Simmons College, 1963; M.A., Harvard

University, 1965; Ph.D., Boston University, 1978.

**Carole Dichter**, *Assistant Professor of Food*

*Services*

B.A., Queens College, City University of New York, 1964; M.S., Massachusetts Institute of Technology,

1976.

**Mary Jane Doherty**, *Director of Alumnae Affairs*

S.B., Simmons College, 1951.

**Jonathan Ehrenworth**, *Director of the Career*

*Planning and Counseling Center*

B.A., Carleton College, 1954; Ph.D., Boston

University, 1960.

**Patricia C. Fallon**, *Assistant Treasurer and*

*Comptroller*

B.A., Stonehill College, 1974; M.S., Northeastern University, 1976.

**Jane A. Farady**, *Assistant Professor in Physical*

*Therapy*

B.S., Russell Sage College, 1970; M.S., Boston

University, 1976.

**Alicia Faxon**, *Assistant Professor of Art*

B.A., Vassar College, 1952; M.A., Radcliffe College,

1953; M.A., 1971, Ph.D., 1979, Boston University.

**Helen Fenstermacher**, *Associate Professor of*

*Nursing*

B.S., University of Minnesota, 1957; M.S., Boston

University, 1962.

**Raquel Ferguson**, *Assistant Professor of Spanish*

A.B., Chatham College, 1966; A.M., 1971, Ph.D.,

1976, Harvard University.

**Fritz Fleischmann**, *Instructor in German*

Staatsexamen, 1976.

**Rachel Forman**, *Assistant Professor of Sociology*

B.A., Brooklyn College, 1968; Ph.D., Boston

University, 1979.

**Roberta Gantz**, *Associate Professor of Graduate*

*Nursing*

B.S.N., Wayne State University, 1968; M.S., Boston

College, 1972; M.P.H., 1974, D.P.H., 1979, Harvard

University.

**John Garberson**, *Assistant Professor of*

*Mathematics*

Sc.B., Brown University, 1965; M.A., 1966, Ph.D.,

1975, Harvard University.

- Barbara F. Gentile**, *Associate Professor of Psychology*  
A.B., University of Rochester, 1964; Ph.D., Cornell University, 1972.
- Robert N. Goldman**, *Associate Professor of Mathematics*  
B.S., London School of Economics, 1967; A.M., 1968, Ph.D., 1973, Harvard University.
- Caryl Goodman**, *Assistant Professor of Sociology*  
B.A., Goucher College, 1972; M.A., 1974, Ph.D., 1980, Case Western Reserve University.
- Robert Grant**, *Instructor in English*  
A.B., 1973, A.M., 1977, Harvard University.
- Lillian Grayson**, *Associate Professor of Psychology*  
A.B., University of Minnesota, 1963; Ph.D., Boston University, 1969.
- Robert Grönquist**, *Associate Professor of Music*  
B.A., University of Illinois, 1960; M.A., University of California, 1964.
- David Gullette**, *Professor of English*  
A.B., Harvard College, 1962; Ph.D., University of North Carolina, 1968.
- Helen Guttentag**, *Assistant Professor of Education*  
B.A., Wellesley College, 1962; M.Ed., Harvard University, 1963.
- Elaine C. Hagopian**, *Professor of Sociology*  
A.B., 1954, A.M., 1956, Ph.D., 1962, Boston University.
- Henry Halko**, *Professor of History*  
A.B., Clark University, 1948; M.A., 1949, Ph.D., 1957, Brown University.
- Nancy A. Hall**, *Assistant Professor of Spanish*  
B.A., Smith College, 1972; M.A., 1973, Ph.D., 1979, Harvard University.
- Barbara Harrison**, *Assistant Professor of Education*  
B.S., D.C. Teacher's College, 1958; M.Ed., Harvard University, 1964.
- Iclal S. Hartman**, *Professor of Chemistry*  
A.B., 1950, M.A., 1951, Mount Holyoke College; Ph.D., University of Florida, 1963.
- Dane Harwood**, *Assistant Professor of Psychology*  
B.A., University of Michigan, 1969; M.A., 1970, Ph.D., 1973, University of California, Los Angeles.
- Nancie H. Herbold**, *Assistant Professor of Nutrition*  
B.S., University of Rhode Island, 1967; M.S., Boston University, 1974.
- Bruce Hettick**, *Assistant Professor of Biology*  
B.A., The King's College, 1969; M.A., Hofstra University, 1971; Ph.D., Kent State University, 1976.
- William J. Holmes**, *President and Professor of English*  
B.A., 1951, Ph.D., 1962, State University of Iowa.
- Alice M. Hosack**, *Professor of Nursing*  
B.S., University of New York, 1945; M.A., University of Chicago, 1951; M.Sc., 1959, D.Sc., 1968, Harvard School of Public Health.
- Elizabeth Howard**, *Instructor in Nursing*  
B.S.N., University of Massachusetts, 1977; M.S., Boston College, 1979.
- John C. Hunter**, *Professor of History*  
A.B., Harvard College, 1947; A.M., University of Missouri, 1954; A.M., 1949, Ph.D., 1959, Harvard University.
- Louis Irwin**, *Associate Professor of Biology*  
B.A., Texas Technical University, 1965; Ph.D., University of Kansas, 1969.
- Wayne Ishikawa**, *Assistant Professor of French*  
B.A., 1968, M.A., 1973, University of Hawaii; Ph.D., Harvard University, 1978.
- Reginald Jackson**, *Associate Professor of Photocommunications*  
B.F.A., M.F.A., 1970, Yale University; M.S.W., State University of New York, Stony Brook, 1976; Ph.D., Union for Experimenting Colleges and Universities, 1980.
- Susan Keane**, *Associate Professor of French*  
A.B., Manhattanville College, 1958; M.A., 1960, Ph.D., 1967, Harvard University.
- Artemis Kirk**, *Director of the Libraries and Lecturer on Library Science*  
B.A., Vassar College, 1968; M.A., Harvard University, 1971; M.S., Simmons College, 1975.
- Marcia Kirssen**, *Assistant Professor of Chemistry*  
B.S., Antioch College, 1964; Ph.D., Boston University, 1976.
- Martha Kleinerman**, *Assistant Professor of Graduate Nursing*  
B.S.N., University of Rochester, 1973; M.S., Boston College, 1977.
- Patricia A. Kreutler**, *Associate Professor of Nutrition*  
A.B., Merrimack College, 1967; Ph.D., Massachusetts Institute of Technology, 1973.
- Martha G. Krow-Lucal**, *Assistant Professor of Spanish*  
A.B., University of California, 1972; A.M., 1973, Ph.D., 1979, Harvard University.
- Lawrence L. Langer**, *Professor of English and Holder of the Alumnae Chair*  
B.A., City College of New York, 1951; A.M., 1952, Ph.D., 1961, Harvard University.
- Betty J. Lates**, *Associate Professor of Education*  
B.A., University of Oklahoma, 1965; M.Ed., University of Vermont, 1970; Ph.D., Boston University, 1980.
- Carol A. Leary**, *Director of Residence*  
B.A., Boston University, 1969; M.S., State University of New York, Albany, 1970.
- Marvin Lew**, *Assistant Professor of Education*  
B.A., 1972, Ph.D., 1977, State University of New York.
- Charles L'Homme**, *Professor of English*  
B.A., 1948, M.A., 1950, Tufts University; Ph.D., Columbia University, 1965.
- Margaret Loeb**, *Director of Public Information and Special Instructor in Communications*  
B.S., Simmons College, 1962.
- Karen Loehr**, *Assistant Professor of Biology*  
B.A., University of California, 1972; Ph.D., University of Nevada, Reno, 1977.
- Stephen London**, *Associate Professor of Sociology*  
B.A., Bowdoin College, 1964; Ph.D., University of Chicago, 1968.
- Ann E. Lord**, *Associate Professor of Nursing*  
B.S., 1949, M.S., 1955, Boston University.
- Kathleen Lyman**, *Associate Professor of Education*  
A.B., Smith College, 1960; A.M., Radcliffe College, 1961; Ed.D., University of Massachusetts, Amherst, 1979.
- Richard B. Lyman, Jr.**, *Professor of History*  
A.B., Bowdoin College, 1957; A.M., 1960, Ph.D., 1974, Harvard University.
- Claire McCarthy**, *Assistant Professor in Physical Therapy*  
B.S., 1953, M.S., 1968, Boston University.



**Christine McDonnell**, *Assistant Professor of Education*

B.A., Barnard College, 1972; M.L.S., Columbia University, 1973.

**Priscilla L. McKee**, *Administrative Vice President and Assistant to the President.*

**Don McKeen**, *Professor of French*

B.A., University of Maine, 1952; M.A., 1957, Ph.D., 1967, Harvard University.

**Harry McKone**, *Visiting Associate Professor of Chemistry*

B.S., Boston College, 1963; Ph.D., University of New Hampshire, 1968.

**Helen C. McLaughlin**, *Associate Professor of Nursing*

B.S., University of Colorado, 1953; M.S., Boston University, 1963.

**Charles Mackey**, *Dean of Humanities and Professor of French*

A.B., Occidental College, 1955; Ph.D., Yale University, 1965.

**Marlyn Mackey**, *Assistant Professor of Management*

B.A., Lake Erie College, 1958; M.A., Case Western Reserve University, 1959; M.B.A., Babson College, 1975.

**Janice Mackin**, *Instructor in Nursing*

B.N., McGill University, 1975; M.S., Boston University, 1980.

**Linda C. Maguire**, *Director of Admissions*

B.A., Rutgers University, 1970; M.Ed., Boston College, 1977.

**Helen Mamikonian**, *Associate Professor of Russian*

A.B., Hunter College, 1957; M.A., Middlebury College, 1962.

**William Manly**, *Associate Professor of English*

B.A., Amherst College, 1956; M.A., Columbia University, 1957.

**Andrew Masiuk**, *Assistant Professor of Management*

B.A., LaSalle College, 1969; M.S.S., Bryn Mawr College, 1973; M.B.A., University of Pennsylvania, 1976.

**Marion Mason**, *Ruby Winslow Linn Professor of Nutrition*

B.S., Miami University, 1955; M.S., Ohio State University, 1959; Ph.D., Cornell University, 1969.

**Lisa Mayer**, *Director of Student Financial Aid*

B.A., William Smith College, 1974.

**Margaret S. Menzin**, *Professor of Mathematics*

B.A., Swarthmore College, 1963; M.A., 1967, Ph.D., 1970, Brandeis University.

**Debra Mesch**, *Assistant Professor of Education*

B.S., University of Cincinnati, 1974; M.Ed., George Peabody College, 1976.

**Carroll F. Miles**, *Professor of Government*

A.B., Seton Hall University, 1938; M.A., Catholic University, 1940; Ph.D., Harvard University, 1956.

**Deborah N. Miner**, *Assistant Professor of Government*

A.B., Colby College, 1968; Ph.D., Columbia University, 1976.

**Helen B. Moore**, *Director of Supportive Instructional Services and Special Instructor in Psychology*

B.A., 1958, M.S., 1961, University of Pennsylvania; Ph.D., Boston College, 1977.

**Phyllis S. Moore**, *Professor of Nursing*

B.S.N., University of Michigan, 1959; M.S.N., 1963, D.H.Sc., 1969, Boston University.

**Charlotte M. Morocco**, *Dean of the College*

B.S., Shippensburg State College, 1963; M.Ed., Ohio University, 1966.

**James L. V. Newman**, *Professor of French*

A.B., 1942, A.M., 1947, Middlebury College.

**Sheila Newsome**, *Assistant Professor of Education*

B.S., Virginia Union University, 1976; M.Ed., University of Vermont, 1980.

**Penelope Nichols**, *Assistant Professor of Graduate Nursing*

B.S.N., 1973, M.S., 1974, Boston University.

**Susan Nicholson**, *Assistant Professor of Philosophy*

B.A., Mount Holyoke College, 1965; Ph.D., University of Pittsburgh, 1975.

**Richard Nickerson**, *Associate Professor of Biology*

B.S., State University of New York, Oneonta, 1963; M.S., 1968, Ph.D., 1972, Syracuse University.

**George Nitchie**, *Professor of English*

B.A., Middlebury College, 1943; M.A., 1947, Ph.D., 1958, Columbia University.

**Georgia T. Noble**, *Professor of Education*

B.S., Syracuse University, 1944; M.Ed., Harvard University, 1957.

**David W. Novak**, *Assistant Professor of Mathematics*

B.A., 1965, Ph.D., 1974, Washington State University.

**Carol Ochs**, *Professor of Philosophy*

B.A., City College of New York, 1960; Ph.D., Brandeis University, 1968.

**Doris Olmstead**, *Associate Professor of Physical Education*

B.S., Tufts University, 1955.

**Laurence M. Onie**, *Assistant Professor of Management*

B.A., George Washington University, 1968; M.S.W., University of Michigan School of Social Work, 1972; M.P.A., Syracuse University, 1973.

**Robert Oppenheim**, *Associate Professor of Art*

B.F.A., Rhode Island School of Design, 1965; M.F.A., Michigan State University, 1965.

**Mary Osirim**, *Instructor in Sociology*

B.A., Harvard College, 1976; M.Sc., London School of Economics, 1977.

**Leo Parente**, *Professor of Management*

B.S., 1950, B.A., 1950, Boston College; M.A., Tufts University, 1951; Ph.D., University of Connecticut, 1962.

**Ynhui Park**, *Professor of Philosophy*

B.A., 1955, M.A., 1957, Seoul National University; Doctorat de l'université, Sorbonne, 1964; Ph.D., University of Southern California, 1970.

**David Perry**, *Professor of English*

B.A., 1951, M.A., 1952, Columbia University; Ph.D., Princeton University, 1961.

**J. Douglas Perry**, *Associate Professor of English*

B.A., Yale College, 1961; M.A., 1963, Ph.D., 1968, Temple University.

**John Pfaff**, *Associate Professor of Management*

A.B., Brown University, 1966; M.B.A., New York University, 1972; Ph.D., University of Washington, 1976.

**James U. Piper**, *Professor of Chemistry*

B.S., Massachusetts Institute of Technology, 1959; M.S., 1961, Ph.D., 1963, Emory University.

**Alden Poole**, *Professor of Journalism*

S.B., Boston University, 1951.

**Caroline H. Pooler**, *Director of Continuing Education*

B.S., Simmons College, 1953.

- Edward Prenowitz**, *Associate Professor of Physics*  
B.A., Swarthmore College, 1953; M.A., Harvard University, 1955.
- Elizabeth M. Rawlins**, *Associate Professor of Education*  
B.S., Salem State College, 1950; M.S., Simmons College, 1967.
- Marjorie E. Readdy**, *Director of the Health Center*  
A.B., Emmanuel College, 1942; M.D., Boston University, 1945.
- John S. Robinson**, *Dean of Social Sciences and Graduate Studies and Professor of Education*  
B.A., Brown University, 1956; M.A.T., 1957, D.Ed., 1971, Harvard University.
- Denise Ross**, *Assistant Professor of Nursing*  
B.S., Boston College, 1966; M.Ed., Boston State College, 1973; M.A., University of Iowa, 1975.
- Louise Rundle**, *Associate Director of the Career Planning and Counseling Center*  
B.A., Smith College, 1959; M.Ed., 1974, Ed.D., 1977, Boston University.
- Norma Rusbar**, *Assistant Professor of Retailing*  
B.S., Louisiana State University, 1972.
- Barbara A. Sawtelle**, *Associate Professor of Economics*  
B.A., University of New Hampshire, 1966; Ph.D., Massachusetts Institute of Technology, 1976.
- Lois E. Schoppee**, *Associate Professor of Nursing*  
B.A., Bates College, 1958; M.S., University of Pennsylvania, 1961.
- Ann D. Shaw**, *Director of Student Employment*  
B.A., Simmons College, 1970; M.Ed., Suffolk University, 1979.
- Milton Shuch**, *Professor of Retailing*  
B.S., 1951, M.A., 1968, Ph.D., 1975, New York University.
- Rachel Skvirsky**, *Instructor in Biology*  
B.A., Oberlin College, 1974; M.A., Harvard University, 1977.
- Deborah Smiley**, *Assistant Professor of Communications*  
A.B., Colby College, 1970; M.F.A., Yale University, 1978.
- Lydia Smith**, *Professor of Education*  
A.B., Radcliffe College, 1951; M.Ed., 1955, D.Ed., 1960, Harvard University.
- Mark Solomon**, *Professor of History*  
A.B., Wayne State University, 1962; M.A., University of Michigan, 1963; Ph.D., Harvard University, 1972.
- Leonard J. Soltzberg**, *Professor of Chemistry*  
B.S., University of Delaware, 1965; M.A., 1967, Ph.D., 1969, Brandeis University.
- Walter E. Steere, Jr.**, *Business Manager*  
B.Ed., 1954, M.Ed., 1955, Keene State College.
- Lynnell Stern**, *Assistant Professor of Mathematics*  
B.S., State University of New York, Stony Brook, 1972; M.S., University of Illinois, Chicago Circle, 1974; Ph.D., University of Rhode Island, 1980.
- Richard C. Sterne**, *Professor of English*  
A.B., Columbia University, 1947; Ph.D., Harvard University, 1957.
- Susan Stockton**, *Director of Student Activities*  
B.A., University of Rhode Island, 1972; M.F.A., Ohio University, 1974.
- Gail G. Thacher**, *Director of Development*  
A.B., Mount Holyoke College, 1958.
- Donald W. Thomas**, *Professor of Psychology*  
B.A., 1958, M.A., 1964, University of California; Ph.D., Tufts University, 1966.
- Tish Thornley**, *Instructor in Nursing*  
B.S.N., West Virginia University, 1972; M.S.N., University of North Carolina, 1977.
- Harriet G. Tolpin**, *Associate Professor of Economics*  
B.A., Wellesley College, 1967; Ph.D., Boston College, 1973.
- Janice E. Toms**, *Associate Professor in Physical Therapy*  
B.S., University of Minnesota, 1958; Certificate in Physical Therapy, Mayo Clinic School of Physical Therapy, 1961; M.Ed., Prairie View University, 1973.
- Mary Jane Treacy**, *Assistant Professor of Spanish*  
B.A., Emmanuel College, 1969; Ph.D., Boston University, 1978.
- Everett L. Tuttle**, *Associate Professor of Biology*  
B.S., Bates College, 1949; M.S., University of Maine, 1953; Ph.D., Rutgers University, 1961.
- Alice Van Deusen**, *Assistant Professor of Education*  
B.A., Wilson College, 1971; M.Ed., Boston University, 1973.
- Robert C. Vernon**, *Professor of Physics*  
B.S., Bates College, 1947; M.A., Wesleyan University, 1949; Ph.D., Pennsylvania State University, 1952.
- Thomas Wallace**, *Professor of Art*  
B.A., 1948, M.A., 1962, Brown University; B.F.A., Rhode Island School of Design, 1954.
- Bruce Warren**, *Associate Professor of Management*  
B.A., 1968, B.S., 1968, Bryant College; M.B.A., Clark University, 1970; J.D., Suffolk University, 1976.
- Michael D. West**, *Treasurer*  
B.S., Bentley College, 1975.
- Robert F. White**, *Associate Professor of Communications*  
A.B., College of the Holy Cross, 1967; M.S., Boston University, 1969.
- Lynne Wiesel**, *Assistant Professor in Physical Therapy*  
B.S., 1974, M.S., 1981, Boston University.
- N. Sandra Williams**, *Associate Professor of Biology*  
A.B., 1962, M.Ed., 1962, A.M., 1967, Ph.D., 1970, Boston University.
- Judith Wittenberg**, *Assistant Professor of English*  
B.A., Cornell University, 1960; M.A., Boston University, 1974; Ph.D., Brown University, 1977.
- Nancy Zimny**, *Assistant Professor in Physical Therapy*  
B.A., University of Pennsylvania, 1970; M.S., Boston University, 1979.



## Voting Members of the Graduate School of Library and Information Science Faculty 1981-1982

**A. J. Anderson**, *Professor of Library Science*  
B.A., Bishop's University, 1956; M.S., Simmons College, 1967; D.Ed., Boston University, 1979.

**Richard Ashford**, *Instructor in Library Science*  
B.A., Carleton College, 1972; M.S., Catholic University of America, 1974; M.A., Simmons College, 1979.

**James C. Baughman**, *Associate Professor of Library Science*  
B.S., Clarion State College, 1963; M.S.L.S., Drexel University, 1967; M.A., 1970, Ph.D., 1971, Case Western Reserve University.

**Ching-chih Chen**, *Professor of Library Science*  
B.A., National Taiwan University, 1959; A.M.L.S., University of Michigan, 1961; Ph.D., Case Western Reserve University, 1974.

**Josephine R. Fang**, *Professor of Library Science*  
Absolutorium, University of Vienna, 1947; M.S.L.S., Catholic University of America, 1954; Ph.D., University of Graz, 1948.

**Juan R. Freudenthal**, *Associate Professor of Library Science*  
M.S.L.S., Syracuse University, 1966; Ph.D., University of Michigan, 1972.

**Peter Hernon**, *Assistant Professor of Library Science*  
B.A., M.A., 1968, University of Colorado; M.A., University of Denver, 1971; Ph.D., Indiana University, 1978.

**Estelle Juessim**, *Professor of Library Science*  
B.A., Queens College, 1947; M.S.L.S., 1963, D.L.S., 1970, Columbia University.

**James M. Matarazzo**, *Professor of Library Science*  
B.S., 1963, M.A., 1972, Boston College; M.S., Simmons College, 1965; Ph.D., University of Pittsburgh, 1979.

**Peter A. Neenan**, *Assistant Professor of Library Science*  
B.A., Creighton University, 1969; M.A., University of Iowa, 1972.

**Patricia G. Oyler**, *Associate Professor of Library Science*  
A.B., Chestnut Hill College, 1965; M.A., Simmons College, 1976; M.L.S., 1966, Ph.D., 1977, University of Pittsburgh.

**Richard P. Palmer**, *Associate Professor of Library Science*  
B.A., Principia College, 1949; M.A., 1964, M.A.L.S., 1965, University of Wisconsin; Ph.D., University of Michigan, 1970.

**Nancy E. Peace**, *Assistant Professor of Library Science*  
B.A., Ohio Wesleyan University, 1967; A.M.L.S., University of Michigan, 1968.

**Carolyn Schwartz**, *Assistant Professor of Library Science*  
B.A., 1969, M.L.S., 1974, McGill University.

**Susanna Schweitzer**, *Assistant Professor of Library Science*  
B.A., State University of New York, Albany, 1971; M.S., Columbia University, 1973; M.S., University of Pittsburgh, 1978.

**Allen Smith**, *Assistant Professor of Library Science*  
B.A., Ohio University, 1963; M.A., University of Denver, 1966; Ph.D., University of Leeds, 1979.

**Robert D. Stueart**, *Dean of the Graduate School of Library and Information Science and Professor of Library Science*  
B.A., Southern Arkansas University, 1956; M.S., Louisiana State University, 1961; Ph.D., University of Pittsburgh, 1971.

## Voting Members of the Graduate School of Management Faculty 1981-1982

**Catherine C. Bradley**, *Assistant Professor of Graduate Management*  
B.A., Allegheny College, 1971; M.A., Simmons College, 1977.

**Susan Hass**, *Assistant Professor of Graduate Management*  
B.S., Boston University, 1971; M.B.A., Harvard University, 1975.

**Margaret Hennig**, *Dean of the Graduate School of Management and Professor of Management*  
B.S., Simmons College, 1962; M.B.A., 1964, D.B.A., 1970, Harvard University.

**Anne Jardim**, *Dean of the Graduate School of Management and Professor of Management*  
B.S., University of London, 1958; D.B.A., Harvard University, 1967.

**Jerrold P. Katz**, *Associate Professor of Graduate Management*  
B.Comm., University of Manitoba, 1960; M.Ph., 1972, Ph.D., 1974, Columbia University.

**Deborah M. Kolb**, *Assistant Professor of Graduate Management*  
B.A., Vassar College, 1965; M.B.A., University of Colorado, 1973; Ph.D., Massachusetts Institute of Technology, 1979.

**Frederick D. Wiersema**, *Assistant Professor of Graduate Management*  
B.S., Erasmus University, 1972; M.A., University of Lancaster, 1973.

## Voting Members of the School of Social Work Faculty 1981-1982

**Shisha Amabel**, *Assistant Professor of Social Work* B.A., Emerson College, 1967; M.S., Simmons College School of Social Work, 1971.

**Jeane W. Anastos**, *Assistant Professor of Social Work* B.L.S., Metropolitan College of Boston University, 1976; M.S.W., Boston College School of Social Work, 1978.

**Lois Diesing**, *Associate Professor of Social Work* B.A., University of Minnesota, 1955; M.S., Simmons College School of Social Work, 1960.

**Eileen M. Freiberg**, *Assistant Professor of Social Work* B.S., Cornell University, 1965; M.S.S.S., Boston University School of Social Work, 1967.

**Anne S. Gerber**, *Professor of Social Work* A.B., Hunter College, 1936; A.M., Columbia University, 1937; M.S., Simmons College School of Social Work, 1940.

**Millicent N. Hill**, *Associate Professor of Social Work* B.A., Queens College, 1956; M.S.S., Smith College, 1959.

**Elizabeth C. Lemon**, *Professor of Social Work* Certificate, Probation Training and Education Board, London, 1953; Diploma, University of Manchester, England, 1957; Diploma, Smith College, 1962.

**Sophie F. Loewenstein**, *Professor of Social Work* A.B., Radcliffe College, 1946; B.S., Simmons College School of Social Work, 1948; Ph.D., Brandeis University, 1970.

**James M. McCracken**, *Professor of Social Work* B.S., Northeastern University, 1942; M.S., Simmons College School of Social Work, 1949.

**Joseph M. Regan**, *Assistant Dean and Assistant Professor of Social Work* M.S.W., Loyola University School of Social Work, 1974; Ph.D., Brandeis University, 1978.

**Helen Z. Reinherz**, *Professor of Social Work* A.B., Wheaton College, 1944; M.S.W., Simmons College School of Social Work, 1946; Sc.D., Harvard School of Public Health, 1965.

**Priscilla M. Riley**, *Associate Professor of Social Work* A.B., Emmanuel College, 1962; M.S.W., Boston College, 1964.

**Doris H. Rodman**, *Assistant Professor of Social Work* B.A., Howard University, 1945; M.S.W., Simmons College School of Social Work, 1947.

**Diana Waldfogel**, *Dean of the School of Social Work and Professor of Social Work* A.B., Wayne State University, 1944; M.S.W., Wayne State University School of Social Work, 1947.

**Lewis A. White**, *Associate Professor of Social Work* B.S., Morgan State College, 1952; M.S.S.S., Boston University School of Social Work, 1957.

## Honorary Degrees Awarded:

1980

**Margaret E. Kuhn**, D.H.L.  
**Robert F. Rutherford**, D.S.S.  
**Roy Wilkins**, D.H.L.

1979

**Gregory R. Anrig**, D.D.S.  
**F. Adetowun Ogunshye**, D.L.S.  
**Julia M. Walsh**, D.B.A.

1978

**Bancroft Beatley**, L.H.D.  
**Ethel Bere**, D.B.A.  
**Rosamond Lamb**, D.F.A.  
**Elda Robb**, D.P.S.  
**Louise S. Scott**, Litt.D.  
**Kenneth Shaffer**, D.L.S.  
**Dorothy Williams**, D. Journ.

1977

**Shirley Anita St. Hill Chisholm**, L.H.D.  
**Henry Beetle Hough**, Litt.D.  
**Alice Rossi**, LL.D.

1976

**Harriett Moulton Bartlett**, D.S.S.  
**Rhetaugh Graves Dumas**, D.P.S.  
**William Edgar Park**, LL.D.  
**Elie Wiesel**, Litt.D.

1975

**Sarah Caldwell**, D.F.A.  
**Arthur R. Taylor**, L.H.D.

1973

**Eugene Adam Acheson**, B.A.A.  
**Gloria Steinem**, D.H.J.  
**Wylie Sypher**, L.H.D.

1972

**Edith Fishtine Helman**, Litt.D.  
**Coretta Scott King**, L.H.D.

1971

**Melnea A. Cass**, D.H.  
**J. Garton Needham**, L.H.D.



## Index

- Academic Credit 17
- Academy 16
- Add/Drop Day 10
- Administration 105
- Admissions 10
- Advanced Placement 10
- Afro-American Studies 84
- Alumnae Association 8
- American Studies 84
- Application Procedures, Freshman and Transfer 10
- Applied Computer Science 86
- Art and Music, Department of 17
- Astronomy 76
- Attendance 6
- Awards and Prizes 107
- Bachelor of Arts, Bachelor of Science 15
- Bachelor's-Master of Arts in English 42
- Biology, Department of 20
- Boston and the College 5
- Calendar 2
- Career Planning and Counseling Center 7
- Career Resource Center 7
- Career Services and Placement Office 7
- Chemistry, Department of 23
  - Double Degree Program with Pharmacy 91
- City and Beyond 5
- College, The 5
- College Community 6
- College Libraries 8
- Communications, Department of 25
- Continuing Education 11
- Corporation 104
- Course Numbers 17
- Courses and Concentrations 17
- Deans' Offices 6
- Degrees with Distinction 16
- Degree Requirements 15
- Departmental Recognition 16
- Deposits, Tuition and Residence 9
- Diploma Programs
  - Communications 26
  - Management 63
  - Physical Therapy 90
- Directory 4
- Doctor of Arts 99
- Economics, Department of 28
- Education, Department of 31
  - Elementary Education 34
  - Graduate Programs 95
  - Secondary Education 34
  - Special Education 35
- Educational Program 13
- Emeriti 104
- Engineering 66
- English, Department of 41
  - Graduate Programs 96
- Expenses, Undergraduate and Diploma 8
  - Graduate 93
- Faculty (see listings under individual departments)
  - Voting Members of 108
- Fees (see Expenses, 8)
- Field Work 14
- Finance 59
- Financial Aid 11
- Foreign Languages and Literatures, Department of 47
  - Graduate Programs 97
- Foreign Study Program 48
- French 48
- Geology 76
- German 50
- Goals 13
- Government, Department of 52
- Graduate Programs 92
- Graduate Study 15
- Grants 12
- Guidance (see Student Services, 6)
- Health Sciences 88
- Health Services 7
- Hebrew College 92
- History, Department of 54
- Honorary Degrees Awarded 113
- Honors Program 16
- Honor System 6
- Human Services 35, 82
- Independent Learning Opportunity 14
- Independent Study 14
- Individual Program Planning 13
- Individual Study 14
- Infirmary (see Health Services, 7)
- Integrative Seminar 14
- Interdepartmental Concentrations 84
- Interdepartmental Programs 14
- International Students 11
- Internships 14
- Languages (see Foreign Languages and Literatures, 47)
- Libraries 8
- Library and Information Science, School of 98
- Loans 12
- Management, Department of 58
  - Graduate School of 101
  - Special Program 101
- Marks and Evaluation 16
- Master's Degrees 92
  - Children's Literature 94
  - Education (M.A.T.) 95
  - English 96
  - French 97
  - Humanities 97
  - Library and Information Science 98
  - Management 101
  - Nursing 97
  - Social Work 102
  - Spanish 97
  - Special Education 95
- Mathematics, Department of 65
- Medical Technology 88
- Music 18
- Needham Career Planning and Counseling Center 7
- New England Conservatory 18
- Nursing, Department of 67
  - Graduate Program 97
- Nutrition, Department of 70
- OPEN 15
- Pharmacy with Chemistry, Double Degree Program 91
- Philosophy, Department of 73
- Physical Education 8, 75
- Physical Therapy 89
- Physics, Department of 75
- Prince Program in Retail Management 63
- Psychology, Department of 77
- Recognition of Merit 16
- Refund Policies 9
- Regulations 6
- Residence Halls 6
- Residence, Office of 7
- Russian 50
- Scholarships, Undergraduate 11
  - Graduate 94
- Simmons College, Introduction 5
  - Community 6
  - Educational Program 13
  - Social Work, School of 104
- Sociology, Department of 81
- Spanish 50

Student Activities Center 7  
Student Employment, Office of 7  
Student Services 6  
Student Financial Aid, Office of 7  
Summer Courses, Graduate 93  
Supportive Instructional Services, Office of 6  
Transfer Students 10  
Tuition (see Expenses, 8)  
Tuition and Residence Deposits 9  
Withdrawal from the College 6  
Women's Studies 87









